DOCUMENT RESUME

ED 237 696 CE 037 651

AUTHOR Brunner, S.; Daley, M.
TITLE The Link Course Programme: Proposals for Policy Development. Discussion Paper.
INSTITUTION National TAFE Clearinghouse, Adelaide (Australia).
REPORT NO TAFE-S.A.-7.8
PUB DATE Oct 83
NOTE 82p.
PUB TYPE Viewpoints (120)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Articulation (Education); Coordination; Curriculum; *Educational Cooperation; *Educational Planning; Educational Policy; Foreign Countries; *Policy Formation; Postsecondary Education; Program Development; Secondary Education; *Vocational Education
IDENTIFIERS *Australia (South Australia); *Link Courses

ABSTRACT

Existing Department of Technical and Further Education (TAFE) policy and practice in link courses are reviewed, and some proposals are made on the development of that policy. Issues or questions raised by these policies are juxtaposed with the presentation of link program policy. Chapter 1 considers the background of the link course program and defines the link program as being comprised of part-time courses usually conducted within a TAFE institution to offer secondary students a sample of a wide range of employment areas. Bases of operation for the link program are discussed in chapter 2. These include mutual commitment and mutual planning by secondary schools and TAFE institutions, use of exclusive resources, access to an adult learning environment, curriculum guidelines, cautions related to narrowing students' vocational options in link courses, counseling, and staff development. Chapter 3 focuses on data collection policy. The 1982 record-keeping situation is summarized; an assessment of commitment/cost is outlined, and a centralized transitional education record system is proposed. Chapter 4 addresses the priorities and responsibilities for financing. Appendixes include an interim link course policy and record-keeping forms. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED237696

discussion paper

THE LINK COURSE PROGRAMME :
PROPOSALS FOR POLICY DEVELOPMENT

Prepared by S. Brunner
Expanded and Revised by ***M. Daley***

CE 037651

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

DS Kuhl

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TAFE CLEARINGHOUSE ACCESSION NUMBER S.A. 7-8
DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION, SOUTH AUSTRALIA, OCTOBER 1983

THE PROJECT

This paper reviews existing Department of TAFE (DTAFE) policy and practice in link courses and makes some proposals on the development of that policy.

There exist four types of link course:

1. The most commonly thought of is the "link course" or "taster" course, in which secondary school students are introduced to a vocational area. No credit towards a further TAFE course is awarded.

2. In a "linked curriculum" offering, secondary school students participate in a segment of a TAFE vocational certificate course. Credit can be accrued towards other courses within the certificate.

3. When places exist, secondary students can be enrolled in the "apprentice (top up)" programme to fill the enrolment class complement. In this case, neither credit with DTAFE nor indenture credit is accrued.

4. Secondary school students also can participate in the "link course - other" programme. In this category, they attend a course in "any TAFE stream" in order to enhance their high school experience. Examples include the Stream 6 or Enrichment courses and matriculation courses. Secondary school students have access to the same credit as normally applies in these classes.

The recommendations in this paper have been developed within the context of the joint statement on co-operation between the Departments of Education and TAFE (see Chapter One), and they refer to the link "taster" type of courses.

GENERAL RECOMMENDATIONS

1. *The Department of TAFE should promote the link programme as an integral component of its curriculum; one which provides a range of vocational opportunities and personal development experiences, and which enables each student to make informed career and further educational choices upon leaving secondary school.* (page 3)

2. *The Department of TAFE should continue to offer link programmes in co-operation with the Department of Education and non-government schools. These programmes should be worked out jointly with the parties concerned, with regard to:*

   Resources
   Curriculum
   Finance
   Administration
   Counselling (page 3)

3. *The Department of TAFE should determine the priority of the link programme in relation to its other offerings, in order to allow planning of link courses including the allocation of human and physical resources on a College level.* (page 6)

4. *The Department of TAFE, the Education Department and non-government schools should together investigate the appropriate level of participation by secondary students in Link courses, and take appropriate steps to ensure that the opportunity exists for all secondary students who require them to be able to participate in Link courses.* (page 7)

5. *The administration of the link programme should be co-ordinated across the Department of Education, the non-government schools and the Department of TAFE via a DTAFE central office setting.* (page 53)

6. *The Department of TAFE central administrative co-ordination should include:*

   - *serving as support resource for participating colleges and schools;*
   - *overseeing the link programme throughout the college network;*
   - *monitoring and guiding each college's interpretation and application of State and Commonwealth funding guidelines as well as other link programme guidelines and policies negotiated among the non-government schools and the two Departments of Education.* (page 53)

7. *Future planning of link courses should be done by DTAFE in consultation with the Department of Education, non-government schools, parents and the business sector, and should take into account future employment trends and possible career opportunities.* (page 6)

SPECIFIC RECOMMENDATIONS

FINANCE

1. *The devising and accepting of a financial arrangement should be treated as part of the mutual planning effort of every Link course.* (page 46)

2. *As background to a financial arrangement between the DTAFE and the schools, school and college personnel should jointly itemise direct (measurable) and indirect (estimated) expenses of each Link course.* (page 46)

3. *In regard to possible dispersal of funds from the Transition Education Unit (DTAFE), priority should be given to*

   - *courses which provide as many students as possible with a taste of the widest possible range of vocational areas;*
   - *colleges and schools disadvantaged by location whose courses have been devised mutually on the institutional as well as on the Transition Education Unit or departmental level;*
   - *colleges providing programmes for the disabled;*
   - *colleges showing evidence of providing courses which give females vocational experience in nontraditional areas;*
   - *colleges using full-time staff who have received appropriate in-service training in planning curriculum for and in instructing secondary school clientele;*
   - *colleges showing evidence of mutual involvement by host college(s) and client school(s) in the total link course, from design and student selection through to financing and evaluation.* (page 49)

ENVIRONMENT AND CURRICULUM

1. *While link courses should be designed as a local response to needs locally identified, the overall approach should be co-ordinated through DTAFE central office to ensure equality of opportunity to participate in link and the fairest distribution of resources.* (page 19)

2. *Course objective setting and curriculum planning should be a joint undertaking involving government and non-government school and college personnel as well as the appropriate head office support committees. The experience of potential client students and the expertise of the business sector and of other providers of post-secondary education also should be utilised.* (page 20)

3. *The objective of all link programme curricula should be to enable youth to make informed career and further study choices once they leave secondary school, thus all curricula should broaden the ambitions of students, regardless of their sex, existing expectations, or their high school course.* (page 20)

4. *Selection and implementation of the teaching methodology and experiences offered by the curriculum in each link course should serve to introduce young people to an adult learning environment. Such an environment would be identified as replicating as far as is practicable the instruction environment for established DTAFE offerings.* (page 11)

5. *Schools and colleges should regard link courses as both complementary to and an integral part of the general studies background provided by secondary schools, and should therefore include components on personal development and interpersonal relationships.* (page 20)

6. *The scope of the link programme should introduce students to careers in the skilled, para-professional and professional levels.* (page 20)

COUNSELLING

1. *All colleges offering link courses should be encouraged to engage in pre-counselling with participating schools.* (page 26)

2. *School and college staff responsible for counselling should be instructed on how to counsel students in light of specific course and programme-wide curriculum, a student's mental and manual aptitude, and the expressed and potential interest of the student in the career area to be introduced.* (page 26)

3. *Parents and school and college personnel interested in the programme should be counselled regarding course selection, programme objectives, and such "business" matters as insurance and transport.* (page 26)

4. *A specific college instructor or counsellor associated with the link programme should have as part of his/her duty statement responsibility for the joint counselling scheme between institutions.* (page 26)

5. *Female and male students should be encouraged by school and college personnel to attempt non-traditional career and personal development link courses in order to broaden their attitudes on what is appropriate and possible for them.* (page 26)

STAFF DEVELOPMENT

Link programme staff development should be a co-ordinated effort by school and college personnel with the objective of identifying and integrating staff skills and expertise. (page 28)

CENTRALISED RECORD SYSTEM

1. *All college personnel (permanent and hourly paid) involved in the instruction of transition education courses should be required by their college administration to maintain complete and accurate ISSAS record forms, as are other College staff.* (page 42)

2. *Colleges should be responsible for adhering to submission deadlines for ISSAS record forms in order to facilitate the operation of a cental record keeping system for transition education programmes.* (page 43)

3. *An ISSAS instruction handout - in addition to general instructions distributed to colleges - should be prepared by DTAFE head office personnel in order to appraise all hourly paid and permanent lecturing staff of the purpose of this data system and of the type of information required to implement the system.* (page 43)

4. *Open access to data contained in the ISSAS record system's link programme component should be guaranteed to participating TAFE and school personnel. These personnel may be on the management or the individual institution level.* (page 43)

LIST OF CONTENTS

			PAGE NO.
CHAPTER 1	POLICY		1
	1.1	Background	1
	1.2	Definitions	2
	1.3	Policy	2
CHAPTER 2	BASES OF OPERATION		4
	2.1	Background	4
	2.2	Mutual Commitment	4
	2.3	Mutual Planning	6
	2.4	Exclusive Resources	7
	2.5	Adult Environment	9
	2.6	Curriculum - Guidelines	11
	2.7	Curriculum - Cautions	17
	2.8	Counselling	20
	2.9	Staff Development	27
CHAPTER 3	FINANCING - DATA COLLECTION		29
	3.1	State of Affairs - 1982	29
	3.2	Assessment of Commitment/Cost	30
	3.3	Record Keeping System - 1983	41
CHAPTER 4	FINANCING - PRIORITIES AND RESPONSIBILITIES		
	4.1	Financing Arrangements	44
	4.2	Priorities	46
	4.3	Responsibilities	49
	4.4	Administration	51
	4.5	Who Pays?	53
CHAPTER 5	SUMMARY		57
	END NOTES		58
	APPENDICES		63

CHAPTER 1

POLICY

BACKGROUND

1.1 The government and nongovernment secondary schools and the Department of Technical and Further Education interact most immediately through the link course programme. This programme evolved in South Australia on the local level beginning in 1972 in the Port Augusta area. Traditionally, link courses have been characterised as being "local initiatives for local needs",[1] as those needs are identified by, and as the resultant initiatives are designed by personnel from colleges and schools* of a particular geographic area. Through their mutual administrative arrangements, co-operating colleges and schools "own" their link course programme: they handle, for example, the curriculum, time-tabling, transport, and financial factors which comprise an individual course or programme of courses. TAFE's head office management, via its Transition Education Unit, allocates School to Work Transition monies tied to the link programme and is available for advisory support; but the link programme is predicated on a college-school relationship.

1.2 This relationship is acknowledged and supported by a joint statement from the Director-Generals of the Education Department and the Department of TAFE[2] which states:-

> **"Already a number of secondary students, Government and private, undertake subjects from TAFE Certificates, others participate in link or "taster" courses to heighten their awareness of future vocational options. The Education Department and the Department of TAFE will be seeking to improve the co-operation between schools and colleges both to ensure a smooth transition from secondary to TAFE education and also to provide programmes for 15-19 year olds which combine general secondary and TAFE subjects."**

1.3 This paper presents link programme policy as it is accepted by the Department of TAFE. Juxtaposed with this presentation are issues or questions raised by these policies.

---

* "College" is used in this paper to denote a TAFE institution and "school" a secondary school. "Lecturer" refers to TAFE college teaching staff and "teacher" to secondary school teaching staff.

1.2 DEFINITIONS

The link programme is comprised of part-time courses usually conducted within a college for secondary school students who are at least 15 years old, the age limit for compulsory school attendance in South Australia. These courses have a dual purpose:

- To help students develop "appropriate perspectives on the world of work",
- To give "as many students as possible" a "taste of a wide range of employment areas".[3]

The joint Education-TAFE Cost Sharing Arrangement working party, investigating the usage of each department's facilities and resources by the other's enrollees, identified four types of link programmes:[4]

- The most commonly thought of is the "link course" or "taster" course, in which secondary school students are introduced to a vocational area. No credit towards a further TAFE course is awarded.
- In a "linked curriculum" offering, secondary school students participate in a segment of a TAFE vocational certificate course. Credit can be accrued towards other courses within the certificate.
- When places exist, secondary students can be enrolled in the "apprentice (top up)" programme to fill the enrolment class complement. In this case, neither credit with DTAFE nor indenture credit is accrued.[5]
- Secondary school students also can participate in the "link course - other" programme. In this category, they attend a course in "any TAFE stream" in order to enhance their high school experience. Examples include the Stream 6 or Enrichment courses and matriculation courses. Secondary school students have access to the same credit as normally applies in these classes.

1.3 POLICY

The Transition Education Unit (DTAFE) annually distributes a publication called Procedures, policies and guidelines for use of transition education college staff. Essentially, this is a handbook to guide decision-making on the college level in such transition education initiatives as link programmes. The handbook notes that the policies related to link programmes should be regarded as "interim" in nature, as, at the time of preparation, a joint departmental policy was in the preparation stage.*[6]

---

* The entire handbook is comprised of informal policy, as it has not been ratified in whole or in part by DTAFE on the executive level.

Link courses have been in operation in this State for a decade. They have the longest history of any of the transition education programmes.*

As a consequence of the present interest in a youth policy on State and national levels both departments will be making responses to assist the transition of youth from a dependent to an independent role in society. Each department's response will be consistent with its own philosophies and charter. Since link courses are part of such a plan and since they are intended to function as a co-operative effort between college and school, there is therefore a commitment that the link programme plan of action is:

- to be prepared jointly,
- based on a mutual, departmental commitment to specific policies.

Recommendation for formal policy

1. *The Department of TAFE should promote the link programme as an integral component of its curriculum; one which provides a range of vocational opportunities and personal development experiences, and which enables each student to make informed career and further educational choices upon leaving secondary school.*

2. *The Department of TAFE should continue to offer link programmes in co-operation with the Department of Education and non-government schools. These programmes should be worked out jointly with the parties concerned, with regard to:*

   Resources
   Curriculum
   Finance
   Administration
   Counselling

---

* These programmes include Foundation, Vocational Preparation, Pre-vocational and Education Programmes for Unemployed Youth.

CHAPTER 2

BASES OF OPERATION

2.1 BACKGROUND

The Transition Education Unit (TAFE) handbook Procedures, policies and guidelines for use of transition education college staff, in 1982, declared that link courses should result from "joint curriculum planning and documentation" among TAFE colleges, secondary schools and, ("where appropriate") industry. This joint effort relied on individual colleges and schools and, by inference, their departmental hierarchies perceiving link courses as an "integral part of a secondary student's curriculum". This declaration reiterated a link programme objective within the "interim policy" agreed to by the Interdepartmental Link Course Working Party in June of 1980 (see Appendix A). Thus two bases of operation for the link programme were cited as informal policy for the Departments of Education and TAFE as well as the nongovernment schools:

- Mutual commitment by schools and colleges to a shared participation - within the parameters of this programme - in the education of secondary students beyond compulsory age.

- Mutual planning by these participants.

These bases which are discussed in the following two sections, were confirmed in the joint statement in April, 1983. (see page 1).

2.2 MUTUAL COMMITMENT

The participants' mutual perception of link courses as an essential part of senior secondary curriculum is fundamental to the operation of the link programme as well as to the formulation of policy in this area. To date, these courses have functioned within senior secondary curriculum in several ways:

(a) They have been identified as part of a school's career education programme and thus have been utilised as an introduction to the world of employment;

(b) They have provided specialised preparation for a specific vocation qualification, such as the Business Studies Certificate courses conducted in some colleges for independent schools;

(c) They have been regarded as a co-operative education programme between host college and client school(s) for the purpose of extending the scope of senior secondary curriculum.

Given the varied definition of "link programme" that has evolved over the last decade in South Australia, each of these functions is valid

(see page 2). Function (a), for example, complements the stereotype definition of link course as "taster" for a variety of employment areas. Function (b) reflects the "linked curriculum" definition with its emphasis on a distinct vocational qualification. The "apprentice (top up)" definition also is appropriate, as senior secondary students apply for these programmes in order to prepare themselves for a specific vocation training programme. Function (c) reflects both the "link course as taster" and "link course - other" definitions, as all three share the commitment to enhancing secondary curriculum via experiences in a tertiary setting.

Throughout this discussion paper, a mutual commitment to the programme by colleges and schools is advocated. This advocacy and the policy, course evaluations, and interdepartmental committees which support it must be coupled with a commitment in practice in order to be effective. Initially, the onus for this commitment in practice would rest primarily with the DTAFE colleges, as they are the providers of the venue and lecturing staff for link courses. It has been stated by members of both the Transition Education Unit (ED) and the Lower South East Link Course Council* that mutual course planning, staff inservicing and financing as well as alterations to school timetables often are difficult to arrange. The reason behind these difficulties is that colleges tend to delay decisions regarding link course offerings until they are sure of their apprentice numbers for a given year. Thus college commitment to a year-long link programme or even to individual courses cannot be obtained by the schools until an academic year actually has commenced.

Obviously, from DTAFE's point of view, the link programme does not have a priority ranking equal to that of the apprentice programme. Schools are aware of this. The outcome of this lower priority means that:

- schools have to wait for courses, time slots, and student places to be offered to them by colleges rather than these matters being devised mutually;
- school timetables cannot be altered to accommodate link courses because of the short lead-time given;
- school administrators find it difficult to arrange for teachers to accompany their students to a link course, again because of the short lead-time;
- the effort of integrating link course offerings into secondary school curriculum is complicated, as schools may not know from term to term what courses will be offered, when, and how many students will be able to attend;

---

* Until 1983, this group was known as the Lower South East Link Course Authority.

- schools may experience problems in allowing adequately for the financing of link courses over a term- or a year-basis, as little forward planning for the programme occurs between schools and colleges.[8]

This may involve an irresolvable situation. TAFE is responsible for apprentice training in this State. Its workshops and other equipment-intense facilities are utilised in apprentice training by staff hired largely because of their demonstrated expertise in a particular trade area. These are the very facilities and staff on which some link courses also draw in order to introduce youth to the trades. This, however begs the question: What priority across the college network does the link programme hold in DTAFE's range of offerings for young people?

2.3 MUTUAL PLANNING

The second basis of operation (see page 4) involves mutual planning of courses by school and college personnel. As described in the previous section, this mutual planning at times is hampered or prevented by the priority given the link programme by some DTAFE colleges. To realise the programme as a mutual effort for a common client group, there should be joint planning between colleges and schools. In addition, this planning should extend to the industry and business sectors as well as to other post-secondary education institutions and programmes. This type of collaborative effort would reflect and help to actualise the link programme's purpose of providing a broad-based career education for senior secondary students (see page 2). It is appropriate that part of this provision be information regarding alternative educational and training futures.[9]

The discussion of these two bases of operation - mutual commitment and mutual planning - leads to the following recommendations:

Recommendations for formal policy

1. *The Department of TAFE should determine the priority of link programmes in relation to its other offerings, in order to allow planning of link courses including the allocation of human and physical resources on a College level.*

2. *Future planning of link courses should be done by TAFE in consultation with the Department of Education and non-government schools, parents and the business sector, and should take into account future employment trends and possible career opportunities.*

3. *The Department of TAFE, the Education Department and the non-government school system should together investigate the appropriate level of participation by secondary students in link courses, and take appropriate steps to ensure that the opportunity exists for all secondary students who require them to be able to participate in link courses.*

2.4 EXCLUSIVE RESOURCES

A third basis of operation for the link programme in this State also is stated as informal DTAFE and Education Department policy in the Unit's handbook and in the "interim policy" of the Interdepartmental Link Course working party:

> **"Only those aspects of Link Courses which cannot adequately be catered for by the existing resources of a secondary school should be undertaken at a Department of TAFE College."**[10]

This basis of operation gives rise to several questions and related issues, including programme objectives, availability of TAFE resources, staff selection, and financial responsibility. The immediate conceptual problem, however, is to define the clause "cannot adequately be catered for by the existing resources of a secondary school". Given the large number of government and independent secondary schools in this State, it may be more accurate to decide what is implied rather than what is defined by that clause. Yet problems still emerge: implied is that someone or some group will determine a level of adequacy by which both college and school facilities, materials, and staff, for example, can be assessed. In addition, the phrase "existing resources" implies a time frame during which an institution's resources would be assessed according to their "adequacy". To be of use, the parameters of this time frame - from obsolescence of equipment or expertise through to improvements in the planning stage - would have to be drawn.

The parameter and terminology problems raised by this link programme basis of operation are somewhat resolved in two of Hill's recommendations for the development of the programme in this State. Within a list of such recommendations, Hill noted that in future:

> . **The human and physical resources of schools, TAFE Colleges and industry be integrated where employers can be encouraged to be involved in the Link Course development.**
>
> . **Staff development in schools and TAFE Colleges be co-ordinated so that staff skills, talents, and expertise be integrated to provide high quality Link Courses."**[11]

Nowhere in his compiled recommendations does Hill call for a division of responsibility or for a setting of assessment standards. Rather, a co-operative, interdepartmental approach is encouraged and the inclusion of industry is advocated. According to this point of view, the programme effectively links secondary and tertiary education as well as the employment sector in a transition effort for youth. It is this linkage, or three-way partnership, in a common project - rather than a demarcation of effort according to resources -which is the basis of operation.

Other statements on the school-college resource interface are more circumscribed: they are based either on a territorial or on a resource assessment approach. The "interim policy" negotiated by the Inter-departmental Link Course working party, for example, is territorial. This informal policy proposes that link courses result from a "joint" effort by "schools, colleges, and industry representatives where appropriate". Yet "in doing so the special expertise of the education sectors involved must be respected".[12] Although this "special expertise" is not delineated, it might refer to the specific vocational training offered by the college as compared to the (hopefully) broad-based preparation for a variety of adult roles offered by the school. That this "special expertise" is to be respected implies that both sectors should adopt a cautious stance when involved in this mutual transition education programme. The statement certainly is more retrospective than Hill's recommendations.

The resource assessment approach can be typified by remarks which simply define "adequacy" in terms of availability. One of the aims of the Lower South East Link Course Authority's programme, for instance, is

> **"To give students access to scarce educational resources, both human and physical, such as specialist teachers in technical and cultural areas, and the use of special equipment and facilities".**

The Schools Commission prefaced its remarks on link courses in Schooling for 15 and 16 year-olds by stating that "link courses ... provide schools and students with access to facilities not otherwise available, especially in nongovernment school". The principal of a nongovernment school, Christian Brothers College (Adelaide), has explained his school's commitment to the link programme in these terms. Although the college's curriculum was intended to "broaden" the "experience and interests" of all students, it lacked the staff and the funds necessary "to meet each student's every need". The "sophisticated facilities" of TAFE colleges were seen as a response to some of those needs.[13]

As the preceding discussion has shown, it is not possible to accept on either a policy statement or an implementation level the "interim

policy" that "only those aspects of link courses which cannot adequately be catered for by the existing resources of a secondary school should be undertaken at a Department of TAFE college". Alternative policies should be worded in order to avoid questions regarding institutional and departmental territorialism as well as human and physical resources' assessment. Instead, a co-operative approach to promoting link courses should be developed.

2.5 ADULT ENVIRONMENT

Aside from access to human and physical resources not otherwise readily available in the secondary school, the link programme gives young people access to an adult learning environment. In its 1980 report Schooling for 15 and 16 year-olds, the Schools Commission summarised evaluation of and research into link courses in South Australia by stating that such courses

> **"essentially (are) offered as pre-employment courses designed to help students acquire the skills necessary for work and give some credit towards future vocational qualifications. These ... courses ... operate for the most part in an employment atmosphere with routines and approaches similar to that of work. Authorities responsible for the courses believe they give students experience of a real kind in an adult atmosphere with tangible outcomes".**[14]

In its submission (1978) to the Schools Commission for funding, the Lower South East Link Course Council listed the following among its "aims of the programme":

- **"To allow students experience of an adult education environment."**
- **"To encourage response to and behavioural adaptations required by adult training methods in the adult learning environment".**[15]

Local evaluations also have listed the partaking of an adult educational situation as an attraction of the link programme. Investigation of link courses in South Australia: 1978-79 programme, for example, gave the "introduction to an adult learning environment and to a work situation" as reasons for student participation.[16] The evaluation of the range of link courses offered by Croydon Park College of Further Education (1980) declared that "setting was important". According to college staff, the young clients gained the following advantages as a result of attending a DTAFE institution for a "taster" course:

- **". Responsibility and maturity it gives to students.**

- Chance to mix with apprentices and to get first hand knowledge of what trade courses involve.
- See the apprentices at work, the way they learn and what type of students take on apprenticeships.
- Experience different methods of teaching.
- Students learn more of the social skills of coping with other people than is often possible at school.
- Student has first hand opportunity to learn what C.F.E. has to offer in general.
- Tackling the Transition problem in stages. That is, rather than jump abruptly from the closetted environment of the school, students are allowed a gradual 'feeling the water', smoothing their passage into post-school world".[17]

The conviction that the adult environment is a basic reason for the use of link courses on the senior secondary level also has been espoused by the Education Department. In a memorandum (1982) to the Assistant Director-General of Education (Schools), the Director of Curriculum gave what he felt to be the "two fundamental characteristics" of such courses. The first was access to "better" staff and facilities than the Education Department could offer; the second, "the experience by students of a more mature student environment".[18] In joint documents, the two departments of education have cited the environment as an "advantage" of link course participation.[19]

Thus the experience of engaging in an introductory training or educational course within a tertiary institution setting is one of the fundamental reasons for the existence of the link programme. That this benefit is identified as a programme characteristic on national, state, and local educational evaluation levels is an indication the adult environment is one of the bases of operation for the link programme.

The support given to this benefit of the link programme in South Australia lends a different perspective on the "inadequacy of existing resources in secondary schools" rationale for DTAFE involvement in the education of 15-19 year-old high school students. These young people come to a DTAFE institution to take advantage of more than the hardware and human expertise: they come to experience an adult learning environment.

Thus the following policy is recommended as a basis of operation for the link programme:

Recommendation for formal policy:

Selection and implementation of the teaching methodology and experiences offered by the curriculum in each link course should serve to introduce young people to an adult learning environment. Such an environment would be identified as replicating as far as is practicable the instruction environment for established DTAFE offerings.

2.6 CURRICULUM - GUIDELINES

Three of the four types of link programme, (see page 2), have their curriculum determined by established DTAFE offerings. Each of the following components of the programme involves secondary school students in established courses:

- In "linked curriculum", high schools experience a segment of a vocational certificate course;
- They attend courses associated with a DTAFE apprentice training programme in the "apprentice (top up)" category;
- As participants in the "link course - other" category of the link programme, they enrol in any DTAFE course which they have been counselled will enhance their secondary school studies.

The fourth component of the programme is the "taster" type of course, which usually is associated with the term "link course". These courses are devised especially for the young client who still is enrolled in secondary school. As the name "taster" implies, they allow a student to sample a specific vocation or vocation group, whereas the previous components of the programme are designed to instruct a student.

A basis of operation accepted by all participating colleges and schools as well as by their administrations must be the nature of this "taster" link course curriculum.

A description of this curriculum has existed as part of the informal interdepartmental "interim policy" since May 1977. At that time, a report was published by the Interdepartmental Links in Education Committee (I.D.L.E.). The college, nongovernment as well as government school ambit of this committee was reflected in another label it used to describe its activities:

"a Liaison Group between Further Education and Secondary Schools in Curriculum Co-operation".*[20]

Its brief consisted primarily of investigating and then advising on areas in which teaching staff could be utilised on a "shared basis" by these two departments. It was determined that the link area offered the greatest potential for this arrangement. The co-operative planning occurring in "some" college-school link efforts was labelled the "beginning of joint curriculum design exercises", a form of teaching staff sharing "encouraged and supported" by the working party.[21]

Its field and literature investigations caused the working party to advise that link course curriculum "help students ... make informed career and study choices". Curriculum components were to include instruction on

- job opportunities and the employment market generally;
- access to post-secondary education, as related to the educational background and abilities of the individual;
- possibilities of combining work and further study;
- the advisability of keeping "options open" for as long as possible during secondary schooling.

Four months after this report's publication, the I.D.L.E. committee released "A description of link course programmes in South Australia". This publication reiterated the curriculum guidelines of the earlier report and supported continued joint curriculum design. It added the suggestion that teachers participate in the link courses along with their own students. It was anticipated that by this method the curriculum of the senior secondary school would be enhanced. One of this second report's recommendations was that

> **"Secondary schools and colleges of Further Education be encouraged to carry out joint curriculum planning and design of Link Courses at the local level".**

This joint curriculum planning was to include contributions from participating students, their parents, teachers, and local employers. The intent of this diversity of contribution on the local level was to integrate - within the link programme - "the world of work with the world of learning".[22]

---

* Committee membership for this first research and writing task was comprised of two superintendents each from these departments, three of whom were involved directly in curriculum.

The inter-relationship of these two "worlds" of experience was included as one of the "general aims" of link courses, as discussed at a conference in Whyalla in August of 1978. Attendees included personnel from the administration of the two departments of education, personnel from government and nongovernment schools and colleges, and members of the Whyalla business community. In their introductory remarks, the Deputy Director-General (Operations) of DTAFE and the Deputy Director-General (Schools) of the Education Department cited "the enrichment of the secondary school curriculum ... as a most important aspect of link courses". To achieve this goal, link course curriculum was to be devised to

". broaden the base of a sound general education

. contribute to the integration of vocational and liberal studies

. develop awareness of the application of school work to the world beyond school

. complement career education activities in seconday schools."[23]

Thus improving the individual's general education as well as his/her employment prospects were to be the outcomes of this curriculum. It was noted that the curriculum should not be confined to vocational preparation but should be developed as a personal enrichment programme for high schoolers.

As in the previously mentioned interdepartmental report (see page 12), it was suggested at this meeting that curriculum planning include representatives of the employment community as well as college and school staff. One of the potential results of this activity would be that teaching staff of both departments - along with secondary school students - would gain a "clearer understanding" of both the specialised programmes DTAFE has to offer and the breadth of the general education background to be gained in schools.

The result of meetings such as that held in Whyalla and of inter-departmental reports was a "Handbook on link course development" for college and school personnel. This handbook was co-authored by a DTAFE Principal Education Officer and the Head of the Transition Education Unit (ED). Its need and an outline of its concerns were minuted at a meeting of members of both departments of education and the nongovernment school sector held at the South East Community College in August of 1978.[24] The handbook was released in October of that year.

The value in that handbook for today's curriculum decisions is that it summarised the then short history of link course ideals and practice. Thus it gives a perspective on the evolution of curriculum for these sampler courses. In addition, and incidentally, it reminds today's

reader that the basis of the link programme - from course design to evaluation - traditionally has been a co-operative effort on the institution as well as on the administrative levels. Such a tradition supports the need for the ratification - on Policy Committee level -of a policy package which encourages the mutual commitment of school* and college to the link programme to continue.

According to this interdepartmental handbook, course development should be predicated on the perception of link courses as "part of a total Careers Education Programme ... which should be part of a general education programme available to all secondary students". The term "Careers Education" was identified as developing within all young people the skills of "self-knowledge", "interpersonal" relationships, "life careers planning", as well as "knowledge of the worlds of work and leisure". The link programme was seen as part of this broadly stated ideal.[25]

The curriculum basis was included in a list of directives addressed to course designers from the college, school, and industrial sectors (page 3). "To be effective", the handbook bluntly stated, "Link Course Designers must:

"1. **Take into account the changing nature of the environment and the concurrent need for flexible and adaptable people to cope with rapid technological change.**

2. **Expose young people to a wide spectrum of career development knowledge, skills, attitudes and values.**

3. **Provide a wide variety of theory and practical experience, carefully integrated into the secondary school career education programme.**

---

* It is assumed that nongovernment as well as government schools are included in the ambit of this handbook, even though the handbook did not mention directly nongovernment schools. This assumption is made because

- nongovernment schools were represented at the link course meeting of August 8, 1978, at which it was "suggested" that this handbook be written;
- nowhere in the handbook is a differentiation drawn between nongovernment and government schools.

Thus the reader should understand that both types of secondary school are included in "secondary institution" and like terms.

4. **Provide for staff development so that staff skills, talents and expertise are identified and co-ordinated in each secondary and post-secondary institution, which is involved in Link Courses.**

5. **Provide for community orientation to and involvement in the Link Courses required: parents, commerce, industry, labour and the interested public should be encouraged to contribute ideas.**

6. **Widely promulgate the aims and specific objectives of Link Courses.**

7. **Take into account the need for monitoring evaluation and feedback in order to provide adequate information for decision-making concerning ways to improve the Link Courses."**

Points 1 - 3 & 7 of this directive relate to curriculum development, while points 4 - 6 relate to programme process. Yet, as the writers state, "to be effective", a local link programme should include each of these points. Staff development (pt 4), for example, highlights the intersector or interinstitutional nature which is unique to link courses in the educational experience of the majority of post-compulsory aged students still enrolled in a secondary school. To work together as an expression of their mutual commitment to this student cohort, staff in schools and colleges should realise and be valued for their particular skills; and those skills should be utilised for the common good. The contribution to be canvassed from the business sector as well as from the community at large, and the attendant publicity campaign for the link courses (pts 5 & 6) could provide these benefits:

- The programme would gain credibility in the local area due to an increase in understanding of its goals and process;

- The integration of the world of work with the world of learning, advocated in an earlier joint description of link programmes (see page 12), would be abetted;

- Should nonstereotypic course choices by males and females be encouraged by college and school staff, students and their parents could come to broaden their conceptions of suitable and possible vocational and leisure pursuits. In addition, students' self-concepts could be enhanced and the appraisal of their capabilities by others could be increased.

Two years after the handbook's publication, nonstereotypic course choice was referred to in the "Interim link course policy" statement prepared by the I.D.L.E. committee (6/80). References were made directly and indirectly. In the direct mode, "joint curriculum planning" was to ensure that "special attention should be given to the needs of certain groups to develop and broaden their vocational

interests, for example girls"* (see Appendix A, p. i). In interpreting this curriculum responsibility for college implementation in 1982, the Transition Education Unit (DTAFE) directed that funding priority would be to those link courses in which "vocational experience in non traditional areas" was given to girls (see page 46).[26] Thus this curriculum objective was related to funding decisions in order to urge the implementation of that objective.

Unfortunately for DTAFE's female clients, stereotypic choices according to sex persisted into the 1982 link programme, two years after the I.D.L.E. committee's encouragement to "broaden" the vocational interests of girls. As at the end of July 1982, participation by females in the "traditionally male dominated courses", or samplers of vocational areas, for that year was a mere 6% of the enrolment in such courses. Obviously, the curriculum objective and its complementary funding priority still have not been applied adequately.[27] A commitment by schools and colleges to a mutual pre-counselling effort for staff and parents - in addition to male and female students - on the purposes of link courses and the training and enrichment opportunities available through DTAFE regardless of sex is recommended (see page 26 for recommendation).

In the indirect mode of reference to nonstereotypic course choice according to sex, the I.D.L.E. committee's "Interim link course policy" stated that via "joint curriculum planning", the following should be achieved:

- students should be introduced "to a cluster of future occupation possibilities";
- "students of all academic levels" should be enabled "to 'taste' a range of vocational areas".

The committee issued this warning, however, to course planners from schools, colleges, and the business sector:

> **"Extreme care must be taken to guarantee that no student will be locked into a more limited vocational choice at an age when his/her interests, capabilities and aspirations have not sufficiently matured" (see Appendix A).**

As "link courses ... (should) be considered as an integrated part of a secondary student's curriculum", these curriculum objectives and their accompanying warning apply to students regardless of their sex,

---

* Also mentioned were "the handicapped and isolated students".

high school course, or scholastic or manual capabilities (p. v). These curriculum concerns were attached to funding priorities in the Transition Education Unit's (DTAFE) handbook for colleges in 1982. Such priority was to be granted to "courses which provide as many students as possible with a taste of the widest possible range of employment areas".[28] Again, fulfilment of curriculum objective and complementary funding priority was not achieved for females: their participation continued to be "clustered" in the 1982 programmes in the traditional "female" areas of childcare and hairdressing.[29]

2.7 CURRICULUM - CAUTIONS

Warnings or cautions related to narrowing students' vocational options in link courses have been issued by several sources. In Schooling for 15 and 16 year-olds (1980), the Schools Commission noted that the vocational preparation afforded by link courses could make youth more attractive on the employment market as such courses save employers "the cost ... of inducting young people into work". This potential benefit was balanced, however, by this caution: link courses should not be confined to "vocationally oriented courses". To do so, would be to

- reinforce the "division between the responsibilities of education departments and departments of technical and further education" by confining "practical courses" to DTAFE and thus excluding them from the Education Department;

- invite industrial difficulties if link courses were interpreted by students, school and college teaching staff, and employers as an adjunct to "existing training and apprenticeship schemes". This potential problem is applicable to the "Apprentice (top up)" link-type programme in which secondary students are used to fill enrolment quotas in courses which are required for apprenticeship training. Yet the Schools Commission was speaking here of all link courses which are "designed to facilitate transition".[30]

The Tertiary and Further Education Commission's Report for the Triennium 1977-1979 (1976) took as "given" the secondary school -TAFE college partnership in "tackling the problem of unemployed and unskilled young people" via a "co-ordinated ... set of educational opportunities". Increases were suggested in provision of preparatory and bridging courses, further education and vocational counselling, and the availability of link courses.[31] As the I.D.L.E. committee was to state a year later in its first report, TAFEC identified "assist(ing) school students to make informed career and education choices when they leave school" as a purpose of link courses. These courses were contrasted to the narrower industrial concerns of work experience programmes in that link courses should provide "general familiarisation in a variety of disciplines".

The I.D.L.E. committee's "Interim link course policy" (1980) and its application to college operations through the Transition Education Unit's college handbook (1982) were not as definite in their recommendations for the scope of link course curriculum as were the Schools Commission and TAFEC. Their tactic was to rely on the discretion of college personnel and the possibilities afforded by college facilities:

> **"Link Courses need not be confined to traditionally trade areas. Where college resources can offer an insight into other professional and para-professional vocational areas, consideration should be given to development of Link Courses in these areas".**[32]

The guarded way in which this link programme scope description is worded conflicts with other curriculum statements made in the same publications. As noted on page 16 of this paper, for instance, the "Interim link course policy" urged "students of all academic levels" to be introduced "to a cluster of future occupation possibilities". The use of the term "occupation" rather than "vocation" implies careers of a professional or paraprofessional (white collar) nature. The Unit's handbook for college personnel attached funding priority to courses providing "a taste of the widest possible range of employment areas" to "as many students as possible".

The intent behind these more guarded statements could be to accommodate small colleges whose staff and facilities resources permit a limited range of offerings for secondary students. Colleges in these circumstances could compensate, however, by

- building a viable joint effort with local schools so that personnel, materials, and space could be shared for the benefit of their common client group. If more than one school and one college were involved in organising a course, the pool of human and physical resources would be greater;
- arranging bussing of students to larger, and perhaps specialist, college centres;
- organising guest lecturers or facilitators for courses from the surrounding area to augment college and school resources;
- hiring or borrowing such distance education software as videotapes and audio cassettes which deal with personal enrichment or career education topics;
- making greater use of their third partner in curriculum design -the employment sector - for funding, equipment loan, guest speakers and demonstrators, and visits to local business sites.

All DTAFE colleges should be capable of delivering more than vocationally orientated programmes, as the Department is committed

to the post-compulsory or lifelong education of the residents of this State. In assuming that education is a "lifelong process", the Department, in its submission to the Committee of Enquiry into Post Secondary Education in South Australia (1977), identified link courses as a "bridge" between compulsory and post-compulsory education. As such, link courses were charged with "emphasis(ing) not only the need for youth to learn currently marketable skills, but also the skills of learning so as to have the ability for self-directed enquiry". These courses, then, would bridge or provide a transition from the dependent situation of secondary school in which youth primarily receive information which is provided for them by a variety of specialists, to a self-directed situation in which information is acquired and assimilated according to the needs and interests of the individual.

In order to mould school students into practitioners of lifelong education, the Department suggested the devising of curriculum covering the following post-compulsory education roles:

the individual as
- worker
- citizen
- family member
- leisure-time user.[33]

Only one of these roles is concerned with a vocation or career - the individual as worker. The remaining three are of a personal enhancement nature. Personal development is a link programme curriculum objective recommended by several of the preceding I.D.L.E. documents. In addition, the study of these three roles within a link or other post-compulsory education programme would complement a liberal or general studies, rather than a vocational, background. Again, this reflects a link course curriculum objective expressed by college, nongovernment and government school participants in interim policy formation.

The preceding overview of link programme curriculum planning in this State is summarised in these policy recommendations.

Recommendations for formal policy

1. *While link courses should be designed as a local response to needs locally identified, the overall approach should be co-ordinated through DTAFE central office in order to allow for equality of opportunity to participate in link and the fairest distribution of resources.*

2. *Course objective setting and curriculum planning should be a joint undertaking involving government and non-government school and college personnel as well as the appropriate head office support committees. The experience of potential client students and the expertise of the business sector and of other providers of post-secondary education also should be utilised.*

3. *The objective of all link programme curriculum should be to enable youth to make informed career and further study choices once they leave secondary school; thus the curriculum should broaden the ambitions of students, regardless of their sex, existing expectations or their high school course.*

4. *Schools and colleges should regard link courses as both complementary to and an integral part of the general studies background provided by secondary schools, and should therefore include components on personal development and interpersonal relationships.*

5. *The scope of the link programme should introduce students to careers in the skilled, para-professional and professional levels.*

2.8 COUNSELLING

The success of an entire programme and its component courses cannot rely solely on the implementation of recommended curriculum objectives. As in all transition education initiatives, the link programme's success is defined in regard to the assistance given individual students in making their transference from the comparatively protected environment of the school to the rigours of the employment market, further training or education, and enforced leisure, for example. A well informed, programme-wide counselling service is required. This service would function as a complement to the implementation of these curriculum objectives and as a facilitator of the transition of youth.

Although every DTAFE college is a local source of course counselling, problems with the college counselling effort have been identified. TAFEC's Report for the triennium 1977-1979, for instance, bluntly declared

> **"The lack of adequate counselling for secondary students, and the general unawareness of TAFE among secondary teachers and administrators, are making the transition unnecessarily difficult for many students. The Commission believes that some action is needed to bring the secondary school and TAFE sectors closer together for these students."**[34]

The action suggested was a development of the link programme throughout Australian TAFE institutions. (This report was written in 1976, when the programme was just beginning to be utilised in this State). As described, on page 17 of this paper, the Commission recommended the programme both for the introduction it provides to a range of career possibilities and for the background it gives youth for making further education and employment decisions upon leaving school. The Commission also recommended that DTAFE's further education vocational counselling activities be increased. The pairing of these two "actions" emphasised their inter-relationship in the transition education process for youth.

An assessment of the link course pre-counselling given to students was included in the Investigation of link courses in South Australia: 1978-79 programme (1981), conducted by members of the DTAFE Research Branch. This investigation evolved from link programme meetings held during 1978 which were attended by representatives from colleges, government and nongovernment schools.[35] Summarising the "major findings" of their questionnaire-style enquiries, the evaluators determined that teachers, lecturers, and students alike "agreed that guidance given to students before taking a course was not adequate". For example, "most teachers" surveyed found that link course students had received "limited information either verbally or through a course outline" prior to enrolment. Their college colleagues concurred. Seventy-two per cent of the students who responded to the counselling section of the survey reported they had received no pre-counselling. They had made choices according to what the evaluators labelled the "vague" basis of opting for what - to these uninformed youth - "seemed like a good course". An additional 21% of those students responding received "some guidance". This measure of guidance, however, included merely being told a course was available. Thus the link programme objective of assisting students to make informed career and further education decisions was thwarted before students even enrolled: choices generally were made according to intuition or inclination rather than according to information.

The report of this investigation found a relationship between the poor pre-counselling effort and the level of inter-institutional commitment. Teachers and lecturers agreed that the "majority" of link courses were initiated at the college level and that "most" secondary schools only became aware of the courses' existence after the school was approached by a college for students*. Few teachers, therefore, were involved in the curriculum design or resource appropriation. This contributed to their ignorance both of a particular link course and of how that course could relate to the

---

* The link programme offered in the South East area was a notable exception. The evaluators determined that in this case a "formal co-ordination activity occured" (p. vi)

larger TAFE offerings for further training and education. Lecturers, on the other hand, could be said to have failed to profit from the experience and the skills secondary teachers would have brought to curriculum formation and to teaching methods appropriate to the secondary school background and maturity level of the potential client group. In part, this lack of co-ordination could be attributable to the reluctance of TAFE to give the link programme a priority approximating that of its trade training programmes. (see pages 5-6). In a reaction to this poor planning, the evaluators reiterated the I.D.L.E. committee's "interim policy" which has contended since mid-1977 that link courses were to be based on "joint curriculum design" (see pages 11).

The evaluators made these recommendations in regard to curriculum and counselling.

"Recommendations:

- **"a comprehensive student guidance and counselling programme be planned and developed with secondary staff being largely responsible for the delivery of the guidance programme. These people should receive instruction on how to counsel students on matters of aptitude, interest and occupational relevance;**
- **staff from both Departments meet to develop suitable aims and objectives for each type of course as well as the overall programme within a given region;**
- **lecturers and teachers jointly develop link courses at local level;**
- **schools and colleges of further education jointly plan link course programmes and involve industry representatives where appropriate".**

In the same year this investigation was released by the DTAFE Research Branch, Hill published his article "Link course development in South Australia". Hill had been the DTAFE half of the DTAFE/ED writing team which in 1978 produced the "Handbook on link course development" for college and school personnel (see pages 13 and 14). In his article, he suggested that part of the evaluation of individual link courses should be areas which assess

- "the degree" of secondary teacher and college lecturer involvement in course planning;
- the extent of integration of school curriculum and TAFE transition programme curriculum;
- "the quality" of counselling.[36]

This evaluation guideline complemented the earlier handbook's identification of link courses as a component of a "total Career Education Programme" which should be available to "all" high school students (see page --).

The handbook (1978), the follow-up article (1980), and the investigation of the 1978-79 programme, all stressed co-operative planning on interdepartmental and interinstitutional levels as the foundation of curriculum design and for what the handbook termed "appropriate counselling" for the client group.[37]

An interdepartmental link course evaluation team assessment of the 1980 link programme at Croydon Park College of Further Education determined that, in the opinion of college staff, pre-counselling and course decision-making were poor. Lack of interest on the part of some students in the courses selected was attributed to their low level of information prior to enrolling and to the fact that students were allowed to enrol in courses which were their "3rd or 4th choices (or worse)" among a series of "school based electives".

Lecturers made the appropriate suggestion that they be involved in student pre-counselling for link courses. From some of their comments, the following scheme emerged:

- Students should be selected from schools which treat link courses "as a part of an overall programme". This "overall programme" referred both to an institution's particular curriculum plan across its senior secondary population and to the overall programme or school course of individual students.

- The counselling effort should be carried out jointly with a college staffer associated with the link programme and a school representative "familiar" with the programme.

- A specific link course lecturer should have as part of his/her duty statement responsibility for this joint counselling effort in order to ensure its implementation, from DTAFE's share of the responsibility.[38]

On the related issue of lack of involvement of the secondary sector, Croydon Park CFE link course personnel suggested that teachers initially accompany their students to their college in order to establish a working relationship with the lecturer, to gain on-site familiarity of the TAFE college setting and teaching methodology, and to facilitate the transition of the clients from the secondary to the tertiary education experience. The outcome of an increased mutual involvement also could result in stimulating feedback from the secondary personnel to their college colleagues and in parents becoming more cognizant of the purpose of link courses via more accurate information being relayed to them by students and their teachers.

A sample of staff from the 20 secondary schools which participated in the Croydon Park CFE link programme in 1980 also were included in this evaluation. Assessing the counselling and mutual involvement issues from their angle, teachers commented to the evaluation team on a variety of resultant difficulties for the programme. Student counselling and cross-institutional information sharing difficulties ranged from "inappropriate programmes" for the age and experience of the client group to "lack" of a variety in course choices for girls compared to the preponderance of courses catering for the "boys trade areas". They, too, suggested reformations in the programme, including the following:

". **liaison between secondary schools and Colleges of Further Education needs improvement;**

. **more Year 11 and 12 students should have access to Link Courses - academic students can benefit as much as those less academic;**

. **selection of students needs clear outlines from the College as well as secondary schools. Course prerequisites should be outlined and published;**

. **'awareness' programmes need to be mounted for girls to highlight possibilities in the traditionally male trade areas -both the school and the Colleges need to take steps in this direction;**

. **methodologies of course presentation need to be discussed by joint committees;**

. **committees need to be established to modify or endorse existing curricula."**

Commenting on the commonly perceived difficulties and recommendations cited by school and college personnel involved in the programme, the interdepartmental evaluation team logically suggested that "careful co-ordination" could result in mutual solutions. As stated previously in this discussion paper, however, such co-ordination can eventuate only if both colleges and schools give to the link programme a priority comparable to that given the rest of the senior secondary curriculum (in the case of schools) and the other offerings for youth such as apprentice programmes (in the case of colleges).

The need for girls - as well as for their school teachers and college lecturers - to perceive "possibilities in the traditional male trade areas", as noted by teachers participating in the 1980 Croydon Park CFE programme, has been interpreted as a pre-counselling problem in a review of the 1982 link programme State-wide. Some perspectives on the participation of females in transition education (1982) reported that participation in the State programme was fairly balanced according to sex: males made up 55% of the programme's enrolment, and females 45% of the approximately 8 000 clients. Females accounted, however, for a mere 6% of the enrolment in those trade and technical courses which traditionally have been considered the domain of males.[39]

Seeking to begin to rectify this imbalance, the Transition Education Units of the two departments of education devised a Link Course in Non-traditional Trades Areas for Girls programme in the third term of 1982. Provisional figures indicate that 8 colleges offered 9 courses* within this programme. The client group across the programme was approximately 90 girls. Although the number of girls served by this initiative is small, it does indicate that some females are interested in such a course and that colleges and schools are willing to respond to such interest with a programme jointly organised by the departments' Transition Education Units. The total pre-counselling effort, however, was retained by the school sector.

Reflecting on the link programme's history of low participation by females in "male" courses, this review proposed that DTAFE's informal (non-ratified) policy of deferring students' pre-counselling to government and non-government schools be discontinued. Rather, the Department - through its network of colleges - should intervene in pre-counselling for all link courses. To implement this proposal, it was suggested that host colleges conduct joint pre-counselling sessions with their client schools in order to brief staff, students, and parents. These sessions could supply information regarding the content of individual courses, the overall purpose of the programme, and further training education opportunities for the careers to be sampled. Most important, co-operating teachers and lecturers could advise students and parents on the benefits accruing to both boys and girls who experienced what for their particular sex would be a nontraditional area. The format used could range from an address for a special interest class to a forum for an entire year level. Support literature and further queries could be handled by individual school counselling officers, the local college's link staff, the regional education office (ED), and the field officers of the two departments of educations' Transition Education Units.

On a policy level, such joint counselling by host and client institutions would have the following benefits:

It would

- reflect the sectors' mutual commitment to the link programme;

---

* The range of courses included Metal Fabrication, Building and Furnishings, Panel Beating, Spray Painting, Welding, Fitting and Turning, Automotive, Electronics, Electrical Engineering, Plumbing, Sheet Metal and Mechanical Engineering. Some of these were offered in "combined courses" rather than in discrete courses. The colleges involved were Elizabeth, South East, Croydon, Regency Park, Murraylands, Whyalla, and O'Halloran Hill.

- fulfil State and Commonwealth funding guidelines on providing for the career education needs of females;
- actualise DTAFE's equal opportunities policy regarding open access to career paths regardless of sex.[41]

Beginning in 1983, the joint precounselling advocated in Some perspectives on the participation of females in transition education will be part of the collection of DTAFE informal, transition education programme-related policy.

The following are proposed for policy ratification in the counselling area:

Recommendations for formal policy

1. *All colleges offering link courses should be encouraged to engage in pre-counselling with participating schools.*
2. *School and college staff responsible for counselling should be instructed on how to counsel students in light of specific course and programme-wide curriculum, a student's mental and manual aptitude, and the expressed and potential interest of the student in the career area to be introduced.*
3. *Parents and school and college personnel interested in the programme should be counselled regarding course selection, programme objectives, and such "business" matters as insurance and transport.*
4. *A specific college instructor or counsellor associated with the link programme should have as part of his/her duty statement responsibility for the joint counselling scheme between institutions.*
5. *Female and male students should be encouraged by school and college personnel to attempt non-traditional career and personal development link courses in order to broaden their attitudes on what is appropriate and possible for them.*

2.9 STAFF DEVELOPMENT

Mutual commitment to jointly devised curriculum and to shared pre-counselling complement a joint staff development effort. Such an effort could be carried out on the local level, keeping in the spirit of link courses as local responses to locally perceived needs. In this case, the "local response" would be the sharing of expertise and problem-solving strategies among host college personnel and client schools' personnel; the "locally perceived needs" would be link course curriculum, methodologies, and enrolment choices which were more appropriate from the the point of view of students and teaching team.

The example of a hypothetical course reveals what would be involved in such a local effort. Client or host could approach the other for a link course called "Computers in the business place", and the following activities would shape the staff development effort for teachers and lecturers:

Appropriate teaching staff and/or counsellors from both institutions,

(a) Meet to draw up a list of course objectives, hardware and software requirements, expertise needed in conducting the course.

(b) Discuss preferred student backgrounds in regard to

- assessed ability in business studies and/or computers;
- professed career and/or further study aspirations;
- potential interest in the application of computers to business, given encouragement to sample the areas by their teachers.

(c) Investigate a possible team arrangement involving speakers, demonstrators, or instructors drawn up from

- teaching staff from the two institutions;
- clerical staff from the two institutions who have work experience with the hardware;
- members of the business community;
- staff from other tertiary institutions in the local area;
- students from the client school(s) who show particular skill in the use of computers and/or in business practice.

(d) Organise field trips in the local area for on-site observation or hands-on experience.

(e) Negotiate timetabling, taking advantage of potential "fluid" periods in the schedules of the proposed teaching team and of their workplaces.

(f) Structure pre-counselling according to

- back-up print material for regional education office, college and school counsellors, parent groups, school clubs, etc;

- audience membership;
- considerations of the course and the larger link programme to be addressed;
- possible pre- and post-testing of audience attitudes towards or knowledge regarding
  - secondary and further education requirements in computers;
  - potential for participating in the field regardless of sex, race, or physical handicap;
  - scope of the field or range of positions related to study of computers in the business setting;
  - employment and training possiblities locally.

(g) Outline the teaching methodologies appropriate to

- the potential client group's maturity;
- the needed "platform-directed" instruction;
- hands-on experience;
- teaching and/or practical experience of the teaching team.

(h) Determine evaluation and/or feedback process to be undertaken by team members, students, and parents as well as the mechanisms by which the findings of that process will be utilised to improve future offerings.

Although lengthy, this description of a joint course planning effort does not exhaust the staff development possibilities. Obviously, to work through its components and to achieve a satisfying course in terms of information gained by students and professional growth gained by the teaching team, a mutual commitment by client and host representatives is necessary. The planning process as well as the implementation and evaluation stages would be a practical exercise in staff development on a personal, institutional, and cross-institutional basis.

Following is a policy proposal related to staff development. This proposal is based on Hill's suggested recommendation in the area, which was proffered in 1980 (see page 7).

Recommendation for formal policy

Link programme staff development should be a co-ordinated effort by school and college personnel with the objectives of identifying and integrating staff skills and expertise.

CHAPTER 3

FINANCING - DATA COLLECTION

3.1 STATE OF AFFAIRS - 1982

When two departments are to engage in a co-ordinated effort of servicing, within one programme, the same client group, the financial implications of that effort must be settled. In the case of link courses, these implications include such direct costs as consumable materials and hourly paid instructor salaries as well as "hidden" costs for power and equipment depreciation. Although detailed procedures exist for the Department of TAFE's receipt of monies from the Education Department for link courses, research into the finance sections of both departments indicates that a reliable, programme-wide financial record keeping scheme does not exist which would verify from whom, when, and in what amounts such monies were received. The 1982 record keeping situation is summarised below.

(a) DTAFE

Neither the head office Finance section nor the Transition Education Unit keep records on how much colleges allocate to the link programme out of their normal budgets nor how much is contributed by secondary schools (government or nongovernment). Were a central record keeping system to be established, the Unit states that an accurate assessment of financial commitment for host college and client school(s) still may be impossible, due to the variety of hidden costs involved. In addition to those cited above, these costs include transportation, parental and student contributions, and use of permanent college staff for instruction and clerical duties.[41]

The Unit does administer Commonwealth funding for the whole of the transition education programme. In 1982, $123 526 of that funding was apportioned to colleges to finance such link programme expenses as hourly paid instructor salaries, consumables, and teaching materials. Colleges also receive State funding towards their link programme budgets. These funds become part of the individual college's normal budget, and it is the responsibility (and right) of the college to determine how that funding will be allocated within its link programme schedule.

The head office Finance section monitors the total college budget, which includes the funding of link courses within the individual college. However, the section's monitoring of the college budget does not detail link expenditure. Rather, it is the attitude of the section that the colleges can best determine how to spend their link programme allocations.[42]

(b) EDUCATION DEPARTMENT

The Transition Education Unit (ED) no longer keeps a record of how much secondary schools contribute to the cost of link courses, nor does it have an idea of how much these courses would be costing the colleges.[43]

Each year the State Steering Committee for Transition Education approaches the Commonwealth for funding of Transition Education projects. This committee includes representatives of the TAFE and Education Departments. For 1982, the Commonwealth grant for the Education Department's transition education programme did not include a specific allocation for link courses. However, the schools receiving cash grants from State or Commonwealth sources could use some of that money for buying link courses, according to the individual school's own priorities.

The Department considers it part of the "freedom and authority" (Jones memorandum of 1970) of individual schools to make decisions regarding their curriculum activities. Even in their annual financial statements, schools do not report how much they have spent on link courses. The financial statement is organised into broad categories (i.e. Curriculum, Maintenance) rather that into definitive individual programmes. Therefore, the Education Department's Finance section does not hold records on link expenditure.[44]

(c) **INDEPENDENT SCHOOLS**

The Independent Schools Board also does not maintain financial records regarding link course expenditure by individual schools, nor are systematised records kept by any of its member schools. Limited records on student hours and expenditure in the link programme are maintained by the Catholic Education Office for its member schools. The South Australian Nongovernment Transition Committee, on which both of these administrative organisations are represented, also does not maintain a detailed record on individual school financial commitments.[45]

3.2 ASSESSMENT OF COMMITMENT/COST

None of the institutions involved has had an informed appreciation of the cost - to host and client institution - for the annual programme. This is the result of two factors:

- The paucity of reliable, programme-wide records has made it impossible for either department of education to determine exactly the financial commitment of individual colleges and schools or of entire departments.
- As will be explained on pages 38 and 39, the expenditure commitment of colleges (as compared to schools' commitment) is assessed by a combination of financial records for direct costs and estimates of indirect costs.

Thus the commitment in dollar terms of colleges and schools (and of their supporting management) to the link programme cannot be determined.

In February 1982, the joint Education Department/Department of Technical and Further Education working party on cost sharing arrangements was established to determine the following:

"1. **Whether charges for use of Education Department facilities by Technical and Further Education students should be made, and if so, on what grounds (whether to cover accelerated depreciation of equipment or otherwise).**

2. **Similarly, whether charges for use of Technical and Further Education facilities by Education Department students should be made, e.g. for Link Courses.**

3. **In the latter case, if it is deemed that charges should be made, what the source of funds for payment would be.**

4. **In each case, an appropriate scale of charges.**

5. **In each case, what payment arrangements should be made to ensure that the financial benefit accrues directly to the centre bearing the cost".***[46]

The investigations of this working party had mixed results. As at November 1982, an administrative instruction had been prepared for the Education Department's Gazette and TAFE's "Bulletin" regarding a scale of charges for the use of Education facilities by TAFE students. So far, no such instruction has been framed for the use of TAFE facilities by secondary students.[47]

The TAFE membership of this working party collected its information via questionnaires sent to all TAFE college principals (see Appendix B). An attached, explanatory letter noted that none of the requested information was available "centrally" and that the intention of the joint working party was for the data to be used to

- establish an interdepartmental cost sharing arrangement;
- formulate "departmental policy" regarding "the extent of TAFE commitment to secondary schools" through this programme.[48]

---

* This working party's membership comprised:

- Education Department - Senior School Management Systems Officer (E. Curtis), Management Accountant (R. Bos), Director of Finance (A. Daw), Assistant Secretary (T. Brook), and Administrative Officer in School Accounts (P. McKeen);
- DTAFE - Chief Accountant (T. Beeching), Director of Administration and Finance (D. Carter), and Deputy Head of a College (H. Davis).

(Minutes of the Meeting of June 1, 1982).

Schools and colleges were provided with definitions of link programme types similar to those described on page 2, and colleges were given a guideline on determining budget allocations (see Appendix B). The 1981 academic year was the object of investigation.

The more immediate benefits of this joint working party's investigation included the defining of terms for personnel in both departments of education, drawing attention to the shared cost involved in providing these link-type courses, and the gathering - on a central basis - of statistics regarding participation in and funding of these courses.

Following are tables which were drawn from the data compilations of Davis (DTAFE) in his report to the joint working party. The concern of the Transition Education Policy Evaluation Project is the cost of the link programme to the institutions concerned. Thus TAFE's use of Education Department facilities, which does not fall into the link programme or the transition education programme category, has not been addressed in this paper.

The interpretation of the tables requires that the term "other" be clarified beyond the explanation given in the notes to college principals (see Appendix B). These notes defined the term according to its inclusion with Link, Linked, and Apprentice Top Up courses. In practice, the colleges also used the term to denote classes other than those listed on the survey forms: that is, other than Technical, Rural, Business, Commercial, General Studies, and Music. Therefore, the colleges interpreted the "Other" category on an individual basis. For example, included here were Hairdressing (Adelaide) and a high school activity week (Clare). The majority of the colleges, however, did not specify the courses that were included in this category.

As Table 2 indicates, the majority of 1981's link-type courses (67%) were of a technical nature. As explained earlier in this paper, traditionally one of the bases of operation of the programme has been that the resources of colleges be utilised for "only those aspects of link courses which cannot adequately be catered for by the existing resources of a secondary school" (see page 7).* Since South Australian secondary schools have been concentrating on a comprehensive education (usually matriculation oriented) for the past decade, it is feasible that their workshops and teaching personnel to staff them have not been "adequately" maintained. This would explain, perhaps, the heavy involvement of secondary school clients in TAFE technical link-type courses.

---

* The reader should note the shortcomings in this programme premise, as found in paras. 2.9-.13.

TABLE 1 **NUMBER OF COURSES BY COURSE TYPE AND LOCATION.** [50]

Course Type	Link	Linked	Apprentice Top Up	Other
Technical				
Metropolitan	123 (35%)	2 (40%)	17 (40%)	0
Country	225 (65%)	3 (60%)	26 (60%)	0
Total	348	5	43	0
Rural				
Metropolitan	2 (33%)	12 (100%)	0	0
Country	4 (67%)	0 (0%)	0	0
Total	6	12	0	0
Business				
Metropolitan	10 (50%)	7 (70%)	0	0
Country	10 (50%)	3 (30%)	0	0
Total	20	10	0	0
Commercial				
Metropolitan	6 (60%)	2 (100%)	0	0
Country	4 (40%)	0 (0%)	0	0
Total	10	2	0	0
General Studies				
Metropolitan	18 (33%)	0	0	4 (100%)
Country	36 (67%)	0	0	0
Total	54	0	0	4
Music				
Metropolitan	2 (50%)	0	0	0
Country	2 (50%)	0	0	0
Total	4	0	0	0
Other				
Metropolitan	59 (82%)	0	0	0
Country	13 (18%)	0	0	0
Total	72	0	0	0
TOTAL NUMBER OF COURSES	514	29	43	4

It is possible that this involvement by metropolitan government schools may decrease slightly due to the Education Department's promotion of vocational awareness programmes in Goodwood, Mawson, Thorndon, Thebarton, and Strathmont high schools.[50] These courses stress metal and electrical trades, micro-electronics, building, drafting, food and catering, and business studies at the senior secondary level.[51] The programme commenced in 1982 and will develop further in 1983. (This data collection reflects the 1981 school year). On the other hand, it also is possible that as youth unemployment increases, parents and students will endeavour to broaden training and employment options by students' participating in greater numbers in TAFE technical link-type courses.

As Tables 3 and 4 show, most courses in 1981 were mounted in metropolitan colleges and were attended by students enrolled in State schools. Seventy-eight per cent of all courses were in the metropolitan area, and 67% of their clientele were from State schools. Tables 5-8 give a similar breakdown, this time according to number of student hours.

As with the "numbers of courses" offered category, Table 6 shows that technical studies courses attracted most of the student hours (56.5%). Again, a large gap existed between technical studies and other course types.

Tables 7 and 8 compare total student hours between government and nongovernment schools. (The working party did not tally actual student numbers). The greater number of student hours for government vs nongovernment schools could reflect, in part, the higher enrolment rates in government schools. In 1981, the year for which this data was collected, 80% of all secondary students were enrolled in State schools (75 324 vs 18 628 students).[53]

Funding sources for these various types of link courses are indicated in Table 9. The cost sharing working party defined its column headings in the following way:

- The "Transition education budget" column indicates federal monies received as transition education grants by the colleges.
- "College" budget include State monies to finance permanent staff salaries and the use of resources.
- "School" budgets (government and nongovernment) include State and/or federal funds. These funds thus could be comprised of monies from the schools' overall budget + any transition education money to which they had access.[55]

TABLE 2 **RANKING OF NUMBER OF COURSES BY COURSE TYPE**

Course Type	No. of Courses	Percentage of Total No. of Courses
Technical	396	67.0%
Other	72	12.2%
General Studies	58	10.0%
Business	30	5.1%
Rural	18	3.0%
Commercial	12	2.0%
Music	4	.7%
Total	590	100.0%

TABLE 3 **TOTAL NUMBER OF COURSES BY SCHOOL TYPE AND COLLEGE LOCATION**

	Government Schools	Percentage of Total No. of Courses	Nongovernment	Percentage of Total No. of Courses
Metropolitan Colleges	144	78%	84	93%
Country Colleges	40	22%	6	7%
Total	184	100%	90	100%

TABLE 4 **TOTAL NUMBER OF COURSES BY SCHOOL TYPE**

Government		Nongovernment		Total
No. of Courses	Percentage of Total No. of Courses	No. of Courses	Percentage of Total No. of Courses	
184	67%	90	33%	274

TABLE 5 TOTAL NUMBER OF STUDENT HOURS BY COURSE TYPE AND LOCATION[52]

Course Type	Link		Linked		Apprentice Top Up		Other	
Technical								
Metropolitan	60,933	(58%)	1,080	(100%)	3,200	(28%)	1,002	(33%)
Country	44,416	(42%)	0		8,320	(72%)	2,019	(67%)
Total	105,349		1,080		11,520		3,021	
Rural								
Metropolitan	600	(20%)	13,800	(100%)	0		0	
Country	2,400	(80%)	0		0		0	
Total	3,000		13,800		0		0	
Business								
Metropolitan	1,704	(50%)	16,920	(96%)	0		0	
Country	1,734	(50%)	684	(4%)	0		0	
Total	3,438		17,604		0		0	
Commercial								
Metropolitan	10,260	(91%)	8,025	(100%)	0		254	(100%)
Country	1,076	(9%)	0		0		0	
Total	11,336		8,025		0		254	
General Studies								
Metropolitan	4,431	(43%)	0		0		1,148	(58%)
Country	5,928	(57%)	0		0		840	(42%)
Total	10,359		0		0		1,988	
Music								
Metropolitan	1,000	(85%)	0		0		0	
Country	180	(15%)	0		0		0	
Total	1,180		0		0		0	
Other								
Metropolitan	15,121	(85%)	0		0		0	
Country	2,640	(15%)	0		0		0	
	17,761		0		0		4,290	
TOTAL STUDENT HOURS	152,423		40,509		11,520		9,553	

TABLE 6 **RANKING OF NUMBER OF STUDENT HOURS BY COURSE TYPE**

Course Type	No. of Hours	Percentage of Total No. of Student Hours
Technical	120,970	56.5%
Other	22,051	10.3%
Business	21,042	9.8%
Commercial	19,615	9.2%
Rural	16,800	7.9%
General Studies	12,347	5.8%
Music	1,180	.5%
Total	214,005	100%

TABLE 7 **TOTAL STUDENT HOURS BY SCHOOL TYPE AND BY COLLEGE LOCATION**[24]

	Government Schools	Percentage of Total Attending	Nongoverment Schools	Percentage of Total Attending
Metropolitan Colleges	78,497	55%	61,698	86%
Country Colleges	64,498	45%	10,029	14%
Total	142,995	100%	71,727	100%

TABLE 8 **TOTAL STUDENT HOURS BY SCHOOL TYPE**

Government		Nongovernment		Total
No. Participating	Percentage of Total Participating	No. participating	Percentage of Total Participating	
142,995	67%	71,727	33%	214,722

The questionnaire entry pertaining to this table requested college principals to estimate "students hours by source of funding". Thus the resulting data does not assess the cost of the total link programme in dollar terms. In addition, the phrasing of the questionnaire did not delineate programme cost or student hours according to link course type (see Appendix B). Therefore, there is no way to determine how much of college budgets, for example, were devoted to "apprentice top up" courses or how much of school budgets financed "link" courses. Overall, a meaningful description of the cost of the programme to colleges and/or schools - in monetary terms -cannot be ascertained from this survey. It would not be possible to estimate a monetary description from the number of students hours cited in Table 9 or in the original working party report, as the following direct cost information was not collected by that report:

- the numbers of hourly paid and permanent instructors involved and their rate of pay;
- the volume and value of materials consumed by each type of link course (e.g. "link", "apprentice top-up");
- the varying length of the link courses.

In evaluating the impact of link programme costs on college budgets, it should be noted that a proportion of these costs were estimated. In assessing the cost of the link programme, college principals were requested to do the following:

> **"Where possible in calculating the cost of a course indirect, as well as direct, costs should be included, i.e. the cost of full-time staff, energy, maintenance and cleaning should be estimated in addition to, say, PTI and materials costs." (see Appendix B)**

These calculations, then, were to be comprised of two types of information. First, they were to include records kept of such direct costs as part-time or hourly paid instructors' salaries. Indirect costs were the second type of information. These costs were to be

estimates of the labour contributions of maintenance people and full-time teaching staff as well as of such items as energy. The questionnaire to colleges did not request an identification of what percentage of the total calculation was composed of direct costs and what percentage was composed of indirect costs.

TABLE 9 PROPORTION OF STUDENT HOURS BY SOURCE OF FUNDING AND BY COLLEGE LOCATION

Budget	LOCATION		
	Metropolitan Colleges	Country Colleges	Total Hours
Transition Education Budget	8 247 (27%)	22 840 (73%)	31 087
College Budget	105 719 (69%)	46 719 (31%)	152 438
Government School Budget	8 104 (62%)	4 968 (38%)	13 072
Nongovernment School Budget	17 408 (100%)	0	17 408
Total Hours for that Location	139 478 (65%)	74 527 (35%)	214 005

As Table 9 indicates, most link programme student hours in 1981 were financed by college budgets: records kept of direct costs and estimates made of indirect costs by college personnel caused colleges to report that 152 438 out of 214 005 student hours or 71% of all student hours were so financed. The budget sources are here summarised:

College Budgets:	71% of the total no. of student hours for 1981
Transition Education:	15%
Nongovernment schools:	8%
Government schools:	6%
	100%

Thus the questionnaire sent to college principals by this interdepartmental cost sharing working party indicated that approximately three-quarters of the cost of student hours for link courses were met by DTAFE colleges in 1981.

To offset this financial burden, benefits accruing to DTAFE as a result of the link programme should be noted. These include,

- a fuller utilisation of college workshops and classrooms as well as of permanent teaching staff result from mounting link-type courses during this period of decline in apprenticeship training opportunities;

- link course involvement serves as the first introduction for secondary school students to DTAFE training possibilities. Thus these courses are a means of publicising career opportunities via a DTAFE qualification.

Undoubtedly, these "balances" would have to be considered formidable to offset an estimated 71% share of expenditure by DTAFE on the link programme in 1981.

The report of the interdepartmental working party on cost sharing arrangements did not cite the number of secondary students involved in the 1981 programme nor the financial commitment in dollar terms. In a separate document, however, the Transition Education Unit (DTAFE) estimated that in the 1980/81 financial year, 3 000 government and nongovernment secondary school students participated. The expenditure on the link programme from State funded transition education projects was approximately $100 000. This expenditure represents the undifferentiated contributions of colleges as well as of government and nongovernment schools. In addition, Commonwealth transition education project monies would have been used, increasing expenditure on the programme. At the time of the Unit's writing (12/81), it was estimated that the 1981/82 financial year would see 4 000 high schoolers participating in a link programme costing colleges and schools a combined $150 000 in State funding. It was noted that expenditure figures for this programme were "very conservative".[56]

This conservatism probably will be borne out when the expenditure from State funds is tallied for the 1982 academic year. This is due to the fact that the participation of secondary students for that academic year is placed at 8 000.[57] This is twice that estimated for the 1981/82 financial year. Thus the 8 000 figure means that there were approximately 4 000 clients in the first half of the 1982 academic year rather than the predicted 2 000. Obviously, this large increase in client participation would result in increased costs and thus increased expenditure on the part of colleges and schools. Suggestions for responsibility for meeting these costs in view of the changed financial arrangements for 1984 are presented on pages 54 and 56.

3.3 RECORD KEEPING SYSTEM - 1983

From the preceding outline, it can be deduced that a standardised, link programme-wide record keeping scheme is needed. Fundamental to such a scheme would be the accessibility of the records. Interested personnel from all of the institutions involved should be able to study freely the information collected. Such accessibility would permit the management hierarchy of those institutions to determine the level of contribution of host and clients. Such an awareness could allow management and individual institutions to

- gain a better appreciation of the total resource expenditure by all parties for the link programme;
- foster a "team" plan among institutions and management regarding contributions to and allocation of such resources;
- facilitate individual school and college transition education budget planning by making the cost of link courses a more measurable budget element;
- prepare the finance personnel of the organisations concerned for queries from Commonwealth, State, or local sources.

Access to such a scheme was to be possible from first term of the 1983 academic year. Beginning in that term, a new roll book (FE 64 RB) was to be used for every TAFE class across the State (see Appendix C). This roll book would permit a determination to be made on the funding source for each transition education class, including link classes. This roll book cover requires the recording, for example, of the following information, which is relevant to the financing of transition education courses:

- College and School
- Subject code
- Class title
- Client group code (e.g. EPUY, Link)
- Inclusive class dates
- Hours per week and weeks per year of tuition
- Total maximum tuition hours
- Nominal class enrolments by sex
- Special funding source (by account classification).

Data from this form will comprise part of the Integrated Staff and Student Activities System (ISSAS), which will facilitate centralised data compilation. Registration staff who set up the classes of each

college or the lecturers concerned will be responsible for completing Form FE 64:RB and for submitting it to the Computer Services Unit (Administration and Finance Branch). The FE 64 B's are to be received within two weeks of the starting date of a class. Shortly after that same date, the Computer Services Unit will have the data available through the ISSAS system.

At the completion of each class, a second form from the roll book (Form FE 64:RE Roll Enrolments) will be submitted by the college registration staff to the Computer Services Unit (see Appendix D). This form yields specific information on individual students (e.g. name, date of birth, sex, home address, post code, and class results). At the same time, Form FE 64:RT ("Advice on Further Education Act Lecturing Staff Teaching data") also is submitted to the Computer Services Unit. This form lists, among other items, the lecturer's name, ID number, and actual contact hours (see Appendix E).

These three forms will give a complete statistical profile on each class, a profile which can be accessed for specific purposes by such groups as the Transition Education Units of both departments, the Independent Schools Board, the Catholic Education Office, and the South Australian Nongovernment Transition Committee. It is envisaged that a terminal will be located in the Education Centre which will permit access to updated information on the above data. In addition, an annual report will be compiled and issued from ISSAS each December covering that academic year.

The Computer Services Unit will prepare general instructions for the use of these forms and will distribute them to the colleges. However, it is advised that a special instruction handout be prepared for transition education class lecturers. These classes utilise part-time instructors as well as permanent lecturers who teach only the occasional transition education class. The purpose of this special handout would be to alert staff to the importance of completing these forms in order to determine the financial commitments of colleges and schools to the link programme. Such an instruction handout could be prepared by the Transition Education Unit (DTAFE) in conjunction with the Statistics Unit of the Research Directorate.[58]

The following recommendations are drawn from this discussion on a centralised transition education record system.

Recommendations for formal policy

1. *All college personnel (permanent and hourly paid) involved in the instruction of transition*

education courses should be required by their college administration to maintain complete and accurate ISSAS record forms as are other college staff.

2. *Colleges should be responsible for adhering to submission deadlines for ISSAS record forms, in order to facilitate the operation of a central record keeping system for transition education programmes.*

3. *An ISSAS instruction handout - in addition to general instructions distributed to colleges - should be prepared by DTAFE head office personnel in order to appraise all hourly paid and permanent lecturing staff of the purpose of this data system and of the type of information required to implement the system.*

4. *Open access to data contained in the ISSAS record system's link programme component should be guaranteed to participating TAFE and school personnel. These personnel may be on the management or the individual institution level.*

CHAPTER 4

FINANCING - PRIORITIES AND RESPONSIBILITIES

4.1 FINANCING ARRANGEMENTS

The joint Education Department/Department of TAFE working party on cost sharing arrangements determined that in 1981 government school students benefited from 67% of the total link programme hours, versus 33% for nongovernment school students (see Table 8, page 38). In regard to covering the cost for this Education Department usage of DTAFE resources, the following funding arrangements exist:

courses are funded by

- the college itself;
- money from the Transition Education Unit (DTAFE);
- money from the Education Department; or
- a combination of the above.[59]

If a course is funded totally by the Education Department, interim policy asks that the following procedures be adhered to before the commencement of each link course:

- course to be approved by the Education Department;
- participating college to prepare a detailed costing statement;
- Education Department to approve this statement;
- the statement, as approved, plus a "100% advance payment" to be received by DTAFE's Chief Accountant.[60]

These procedures are to be predicated on the mutual involvement of the two departments in the course's development, as described in pages 4-6 and 19 of this paper. All of the above procedures are part of the "interim policy" operating between the two departments regarding the link programme. That is, while listed in the Transition Education Unit's (DTAFE) handbook for college personnel, these procedures have not been ratified by the executive of either department. Thus they are sanctioned - but not enforced - by DTAFE's Finance Section and its Transition Education Unit, and they may or may not be followed by the Education Department.

In the case of the "linked curriculum" component of the link programme, some of the nongovernment schools* assume responsibility for most of the cost. As described in para. 1.5, "linked curriculum" is typified by secondary students participating in a segment of a DTAFE vocational certificate course. A representative scenario would be that a school approaches the Department of TAFE through a specialist or a local college or through the Transition Education Unit and requests a segment of the Business Studies certificate course. The school pays the lecturer's fees and provides some - perhaps all - of the classroom space and course-associated equipment. DTAFE supplies a panel to interview applicants for the lecturer's position and requires that the successful candidate adhere to the established DTAFE syllabus for that segment of the Business Studies certificate. This course, then, is not an adapted version: it is the established course which would be taken by anyone enrolling in a DTAFE college. At the completion of their "linked curriculum" course, students must sit for the established DTAFE examination for that course work. The nongovernment school's lecturer and DTAFE personnel from the Business faculty usually share assessment responsibilities. In effect, then, the nongovernment school has paid to be associated with DTAFE's reputation. This earns course legitimacy in the business community and earns secondary students credit towards the full TAFE certificate in Business Studies, should they wish to pursue it upon leaving secondary school.

There is a fundamental difference regarding the financial arrangements and the application of those arrangements between "linked curriculum" and "link" or taster courses. "Link" course financing relies on interim policy measures which may or may not be followed by client and host organisations. "Linked curriculum" financing is a business deal: a service is requested and is then supplied in exchange for a predetermined fee.

In the case of "link" courses, the financial responsibilities of college and school generally are not defined clearly nor are they undertaken before a course commences. This informal relationship can lead to complaints by the host that colleges are expected to assume too great a proportion of the programme's cost (see pages 39 and 40).

Based on the "typical linked curriculum" financial arrangement and on the interim policy financial arrangements described on pages 44 and 45, the following statements are recommended for ratification as policy. These statements reflect basic business practice.

---

* Blackfriars Priory School and St Peters School Collegiate have participated in this arrangement. Interest in this type of "linked curriculum" arrangement for 1983 was expressed by the Catholic Education Office.

Recommendations for formal policy

1. *The devising and accepting of a financial arrangement should be treated as part of the mutual planning effort of every link course.*

2. *As background to a financial arrangement between the DTAFE and the schools, school and college personnel should jointly itemise direct (measurable) and indirect (estimated) expenses of each link course.*

4.2 PRIORITIES

Financing for link courses also comes from the Transition Education Unit (DTAFE). Due to limited funding for this programme, the Unit's handbook states that "priority" will be given to

(a) "courses which provide as many students as possible with a taste of the widest possible range of employment areas";

(b) "colleges and schools disadvantaged by location";

(c) "colleges providing programmes for the disabled";

(d) "colleges providing courses giving girls vocational experience in non traditional areas";

(e) "colleges using full-time staff";

(f) "colleges showing evidence of school participation in funding, and working with the schools' programmes".[62]

As with funding solely from the Education Department, these priorities depend upon the departments' mutual commitment to policies and to strategies for their implementation throughout the link programme. As yet, such commitment and its resultant policies and strategies do not exist on a formal level in either department of education.

Several questions arise in response to some of the above priority determinants. In regard to the first one - "courses which provide as many students as possible with a taste of the widest possible range of employment areas" - the term "employment areas" could tend to restict link courses to areas in which there is a perceived labour shortage or the potential for an increased demand.[63] Such a restriction conflicts with the first part of that statement, which speaks of possibilities for the many. A preferrable term might be "vocational areas". While still inferring paid employment, this term is closer to the spirit of career education. This alteration also would make priorities one and four compatible in regard to terminology: priority four refers to "vocational experience".

In regard to "colleges and schools disadvantaged by location", funding to

such locations certainly should be a priority. Link programme initiatives for such locations, however, face a range of problems:

- It is not always financially feasible to update or to provide facilities for such equipment-intensive vocations as electronics and catering, even if local students wish an introduction to these areas.

- Although isolated students could be bussed to DTAFE vocational specialist centres, lodging and recreation pose logistical as well as supervision problems.

- Sampling a vocation via distance education media technology can be arranged when the finances and the expertise are available, yet long distance teaching would mean that hands-on experience associated with link courses either would be limited or lost completely.

- Relying on local role models and business places for link course possibilities is limited automatically by the personal experiences, vocational training, and sometimes the sex of the potential role models as well as by the range of businesses and other enterprises willing and able to participate.

As a result, the Transition Education Units of both departments of education need to work co-operatively with each other and with the colleges and schools disadvantaged by location in order to devise or identify link course possibilities both within the local and the larger geographical scenes.

Priority (d) - "colleges providing courses giving girls vocational experience in nontraditional areas" - has been dealt with in detail in another discussion paper for this project, Some perspectives on the participation of females in transition education. As that paper points out, only 6% of the 1982 enrolments in "traditionally male dominated (link) courses" were composed of females. Thus it is "difficult to accept" that this fourth priority was applied to funding in 1982. In addition, it is difficult to accept that the Unit's first funding priority was applied, as

- girls were "clustered in Child Care, Hairdressing, Grooming and Deportment, Clothing, Cooking and Secretarial Studies" link courses;

- "the materials costs for the traditional male" courses were "much higher than for the traditional female courses".[64] (see pages 25 and 26 for a proposed redress to this practice).

"Colleges using full-time staff" (priority (e)) is concerned with manpower- rather than education policy-related decisions. It does, however, refer to the staffing considerations in transition education programmes. Inservicing of permanent, full-time staff will be needed to ensure their smooth transfer from the traditional student group to the transition education group. Staff morale as well as the best interests of these students should be prime considerations in this inservicing.

The last priority listed by the Transition Education Unit's handbook to college personnel states that funding preference will be granted to "colleges showing evidence of school participation in funding, and working with the schools' programmes". Thus according to this statement, funding preference will be awarded according to two premises: a college must be able to prove first that a mutual host-client financial commitment to the course exists, and second that the link course will complement a school's normal programme for the potential student group. Unfortunately, the statement is introduced by a reference to a continual stress area between the two departments of education: co-operative financing. This introduction dismisses the more positive half of the statement, which intimates a mutual course planning effort. The link programme provides the opportunity for the most immediate interaction among DTAFE college and government and nongovernment schools. Yet this priority statement is the only one in the list which refers to this interaction. The reference, however, should be phrased so that it promotes a mutual commitment by college and school.

As was described in Chaper 2 of this paper, the link programme has a history of Education Department/DTAFE co-operative research, evaluation, and informal policy writing. These activities have supported and reflected the programme's ideal: a mutual commitment by school and college to a mutually designed, executed, and financed transition programme, available to all senior secondary students. In practice, however, this ideal has not always been realised:

- courses have been planned in isolation from secondary school personnel;
- students have been excluded from sampling certain vocational opportunities because of their sex;
- some colleges have felt that they bore too large a share of the financial responsibility compared to their client schools.

The implementation of the programme's ideal in every phase of every course should be promoted. Thus this last funding priority statement needs to be rewritten. The following substitute statement is recommended:

> **"Priority will be given to colleges showing evidence of a mutual involvement by host college(s) and client school(s) in the total link course programme, from design and student selection through to financing and evaluation".**

The following are presented as funding priorities for the link programme's "taster" courses.

Recommendations for formal policy

In regard to possible dispersal of funds from the Transition Education Unit (DTAFE), priority will be given to

- *courses which provide as many students as possible with a taste of the widest possible range of vocational areas;*
- *colleges and schools disadvantaged by location whose courses have been devised mutually on the institutional as well as on the Transition Education Unit or departmental level;*
- *colleges providing programmes for the disabled;*
- *colleges showing evidence of providing courses which give females vocational experience in nontraditional areas;*
- *colleges using full-time staff who have received appropriate in-service training in planning curriculum for and in instructing secondary school clientele;*
- *colleges showing evidence of a mutual involvement by host college(s) and client school(s) in the total link course, from design and student selection through to financing and evaluation.*

4.3 RESPONSIBILITIES

In addition to allocating link and other transition education programme funds to the colleges according to the above priorities, the Unit has these responsibilities:

- serving as a support resource for both the colleges and for the schools which are involved in or which are interested in link courses and such special initiatives as programmes for females and for those who are disadvantaged because of geographic location;
- overseeing the programme across the college system;
- monitoring each college's interpretation of the State and federal transition education guidelines.[65]

Colleges have the responsibility of apportioning funds allocated to them by the Unit. College personnel work out their own priorities of funded projects, but principals are charged with ensuring that these priorities are compatible with the established State and Commonwealth guidelines for the year.[66]

Therefore, rather than having the Transistion Education Unit (DTAFE) approve each proposed link course per se, college principals are allocated a proportion of the Department's School to Work funds for each year's link programme. This practice has two implications. By this means, the central office administration of the Department

- reinforces the semi-autonomous nature of the colleges within the total TAFE system;
- gives college principals the right, as well as the obligation, of ascertaining local needs and of responding to those needs in co-operation with secondary school principals. As was stated previously in this paper, this two-part activity is the basis of the link programme in South Australia.

These implications and their associated financial procedures reflect the practice of each college (particularly in non-metropolitan areas) to function as a community college, sensitive to local and immediate needs. The second point encourages the staffs of colleges and their co-operating schools jointly to interpret the guidelines in light of the educational resources as well as the employment and further training opportunities available locally.

To realise the link ideal of being an inter-institutional programme, this interpretation process and the consequent setting of programme priorities should be coupled with the mutual designing, executing and financing of the link programme by host college and client school. The result would be this: the two departments of education and the nongovernment schools act as partners in this aspect of the education of the secondary school-aged population.

In allowing each college to allocate part of the Department's School to Work funds for link courses according to the college's own priorities, DTAFE's head office administration does support the tradition of link courses as locally devised responses to locally perceived needs. Yet how is the term "local" to be defined? "Local" could refer to the secondary schools surrounding a college. This definition is complicated, however, when country secondary students are bussed to metropolitan colleges or to specialist colleges in other parts of the State for exposure to facilities and staff found nowhere else in the TAFE system.[88] Consequently, the "surrounding community/college" interface regarding priority identification and funding allocation would be inadequate.

In redefining the term "local", these factors should be remembered:

- the greater potential in the 1980's for long distance learning experiences (see page 46 for possible limitations to the link programme);

- the tendency for colleges to specialise in trade families in order to reduce building and operating costs;

- the link programme ideal of schools, colleges, and business co-operating in a transition education effort for this State's youth.

When speaking of "local" needs and their "local" responses, the above factors make the following use of the term appropriate. In regard to the link programme, "local" does not refer exclusively to a geographically common ground. Rather, "local" also may refer to resolution common ground. Resolutions held in common or "localised" include need/response situations and client/course arrangements. These can be devised within an immediate locale or within the State-wide DTAFE network of colleges. Ultimately, it is not geography which delimits the vocations which can be sampled in the link programme. Rather, those limits are set by the offerings and the flexibility of the college network, as well as by the viability of the school-college-business commitment to youth through a mutually "owned" transition programme.

4.4 ADMINISTRATION

Many link courses are designed and implemented within the geographically "local" surrounds of a particular college. The financial responsibilities vested in colleges in order to respond to their assessment of these local needs and initiatives do reinforce both the immediate locality ambit of link courses as well as the semi-autonomous functioning of individual colleges within the DTAFE scheme of branches and institutions. The economic situation in South Australia and nation-wide requires, however, that the Department as a whole carefully manage its resources. This management includes the allocation of such resources as financial grants, personnel, equipment, and construction. DTAFE is primarily a network of colleges which inter-relate with each other and with central office. It is secondarily a collection of semi-autononous colleges concerned with catering for the needs of their catchment communities on an individual basis. In periods of economic stringency, this primary identity must be accented for the benefit both of the whole of the Department and of the client group.

Beginning in 1983, the Pre-vocational (trade) component of the transition education programme has become part of the Department's established offerings. This sets a precedent for the possible future merging of one - or perhaps all - of the remaining transition education components into the established offerings. Should the policy decision eventuate that transition education programmes gradually will be integrated into TAFE's mainstream offerings and operations, Unit personnel and tasks could be subdivided* among a number of colleges.

---

* Such activity would necessitate the inservicing of college administrators and transition education teaching staff to enable the effective transfer of these Unit responsibilities to the field.

In the case of the link programme, a central administration should continue in order to serve as a support resource for participating colleges and schools, oversee the programme throughout the college network, and monitor each college's interpretation of State and federal guidelines on the application of grants. These are the duties the Transition Education Unit presently is charged with in relation to the link programme (see page 49).

Although link courses traditionally have been arrangements among neighbouring colleges and schools, central administration is required for the following reasons:

Unlike the other transition education programmes, link is an intersystemic effort. Thus it involves

- the administration and individual institutions of the nongovernment schools and of the two departments of education;
- a common client group of senior secondary school students.

This type of effort needs state-wide co-ordination in order to approximate a standardisation in, for example,

- course evaluation;
- grant guideline interpretation and application;
- awarding of credit, where applicable;
- financial commitment by host and client;
- school and college staff inservicing;
- counselling and informational sessions for students, parents, and the business community;
- insurance.

(b) The link programme is not securely established throughout the college network nor across the nongovernment or government secondary school systems. In some geographical areas there has existed for years a sound working relationship between college and client schools. Yet in others, that relationship is both tenuous and dependent upon the support services of the Transition Education Unit of DTAFE and/or the Education Department. To invest individual colleges with responsibility for the programme would be to endanger the programme within some areas and thus to limit or deny the access of some high schoolers to the opportunities it offers to "taste" a range of vocations.

In regard to the allocation of this co-ordination effort, it would not be appropriate to place it within the Education Department's regional education office system nor to impose it upon an artificially created regional system for DTAFE colleges. As stated on page 51, the colleges function primarily as a network of institutions related by purpose,

resources, and central office administration. The system does not lend itself to regionalisation, as colleges do not offer a homogeneous range of vocational preparation. Factors like finances as well as catchment area population, geography, and economy characteristics have led to the development of specialist centres. These centres (such as Regency Park's School of Catering) offer training opportunities not found elsewhere in the State. The network identity of the college system enables colleges to share resources such as equipment and personnel as well as to encourage potential clients to commute from one or to another in order to enrol in a particular course. Thus from a co-ordinated effort point of view, the link programme should continue to be administered from central office.

These recommendations support the central administration of the link programme.

Recommendations for formal policy

1. *The administration of the link programme should be co-ordinated across the Department of Education, the nongovernment schools, and DTAFE via a DTAFE central office setting.*

2. *DTAFE central administrative co-ordination should include*

   - *serving as a support resource for participating colleges and schools*
   - *overseeing the link programme throughout the college network;*
   - *monitoring each college's interpretation and application of State and Commonwealth funding guidelines as well as other link programme guidelines and policies negotiated among the nongovernment schools and the two departments of education.*

4.5 WHO PAYS?

As indicated on pages 34 - 39 the interdepartmental cost sharing arrangement working party received estimates from colleges that in 1981 approximately three-quarters of the cost of student hours for the link programme was met by TAFE colleges. State-wide, college principals estimated that only 6% of the cost for the total student hours across the link programme was covered by government schools and 8% by nongovernment. Given this type of financial stress for TAFE, and the increased funds available to secondary schools in 1984 for participation and equity programmes, the Minister of Education has agreed to a cost sharing policy relating to the financing of link courses. Such policy would have to be negotiated among DTAFE, the Education Department, and the nongovernment schools.

If schools bear more of the financial responsibility for link courses they will also expect more notice regarding timetabling of link courses in the college. Thus as explained on pages 5 - 6, TAFE must make a decision as to the priority of the link programme in total offerings for youth. Long-term co-operation between the two departments of education in regard to finance can be accomplished only if schools have sufficient lead-time for adequate planning. Thus the common practice of colleges not announcing link courses until their apprentice numbers are known is detrimental to inter-sector financial co-ordination in the link course area.

Once the ISSAS central record system is established (see pages 41 - 42), it will be possible to determine exactly the numerical and temporal levels of involvement of college staff and secondary students as well as to pinpoint funding sources for each course. Equipped with such data, members of TAFE's Transition Education Unit and Finance section, for example, could establish a scale of charges for link courses, including direct charges for such items as instructor time and materials and indirect charges for clerical assistance and equipment depreciation. User schools would then be billed for each link course "bought" from a college of Technical and Further Education.

To be viable throughout the link programme, this scale of costs would have to be acceptable to and adhered to by all parties involved.

As presented in the preceding paragraphs, this could be a fairly straight-forward means of resolving the financial responsibility for the link programme. There is a potential danger, however.

The practice has been for schools to arrange link courses in line with their own priorities. Accordingly, they allocate their finances from such sources as State and federal grants, the total school budget, and money raised by parental contribution (see page 29). Obviously, the more money an individual school has to disburse, the more link courses it potentially can purchase for its students.

Thus a moral dilemma could result for the Department of TAFE if a "user pays" scheme is adopted. Briefly, do link course opportunities only go to those schools able - and prepared - to pay for them? The following potential situations exemplify this dilemma:

- In the more economically depressed areas, parents may not be able to contribute much financially to augmenting their school's resources. Are the students in that school to be disadvantaged in their link course opportunities?

- Schools with declining enrolments also will have less money allocated to their annual budget by the Education Department than schools with a stable or an increasing* enrolment. Will they be required to compete for link course arrangements with schools which are financially more secure?

- Given that college staffing and facility resources are finite and that secondary student participation in the link programme is increasing rapidly (see page 40), who will bear responsibility for arbitrating link course allocation?

- Traditionally, link courses have been regarded as "local initiatives for local needs" in a particular geographic area. Is the extent of those "local initiatives", then, to be determined by locally available funding? Even if the definition of "local" were expanded to draw on the offerings of the State-wide DTAFE college network (see page 51), funding still could be expected from the students' high schools.

Given these and other potential problem situations, it is doubtful that a consensus could be achieved among the two State departments of education, their institutions, and the nongovernment schools regarding a "user pays" scheme.

An alternative would be for the Education Department rather than individual schools to assume responsibility for sharing the cost of link programmes with DTAFE. Independent schools would negotiate individually or through their own school organisations.

Care must be taken in devising financing schemes for the link programme not only to preserve a satisfactory working relationship with the government and nongovernment schools and their management but also to honour the "open access" policy of DTAFE. It has been stated that "the Department conceives a major task to be the removal of barriers to access to further education".[69] In the 1981 Annual report, the transition education programme - of which link is a component - is listed among the Department's "Access programs".[70] It is the purpose of such programmes to enhance the individual's life chances by making available educational and training oportunities for specific vocations or for general knowledge. Such opportunities are offered within DTAFE's collection of programmes via courses which range from "taster" to certificate level.

---

* Should a school's enrolment increase unexpectedly during the year, its budget allocation could lag behind student need. Thus the school's link course buying potential for that year could be at risk.

In regard to the above described user pays schemes, the "open access" policy could be interpreted to mean that the participation in the link programme of secondary school students beyond compulsory age should not be determined by their school's ability to purchase courses from the Department of TAFE. Such a practice would disadvantage the young client. It also could be interpreted to mean that college participation in the programme should not be limited by the ability of schools in the area to purchase courses from a particular college. Such a practice would disadvantage the host institution. In addition, as was stated in the "Bases of operation" chapter of this paper, the assumption of some measure of financial responsibility for this programme indicates that a department's management and educational institutions are committed to the education for transition of senior secondary school students. Thus a shared responsibility for financing the link programme is unavoidable.

Further discussion within DTAFE and negotiations between DTAFE and its link programme clients are required before the extent of each party's responsibility in the "joint" financial commitment to every link course can be established. Some issues which might arise from such discussion and negotiation include,

- Negotiation of a cost sharing system would have to take into account the large proportion of funds financing link courses which come from the colleges' budgets (71% of link programme costs in 1981).

- As, traditionally, the link programme has been a "local" effort between host college and neighbouring client school(s), those colleges and schools which have established a working relationship may argue for the private resolution of the balance of their joint financing responsibility. This could leave the Finance sections and Transition Education Units of the two departments of education, for example, the task of devising shared cost schemes for new or for financially troublesome established college-school arrangements.

- The Education Department could undertake responsibility to pay a set rate per student or per Link course to the College concerned. This would cover the tuition costs plus indirect costs such as power and administration and would be a set rate arrived at through negotiations between the Departments and with reference to the assessment of costs by Colleges.

- The individual school and the College concerned in running each Link course could then negotiate a materials cost for each course as these amounts would vary markedly depending upon the type of course e.g. food and catering would have a high materials component whereas child care would be relatively low.

CHAPTER 5

CONCLUSION

This discussion paper has drawn on the traditional ideals, current practices, and continuing needs of the link programme for the purpose of encouraging policy ratification at executive level.

As has been stated (see page 1) the Departments of Education and TAFE have expressed their mutual commitment to a co-operative effort to cater for the needs of young people. This co-operation can be expressed directly through the joint planning and operation of the link programme.

In order for effective co-operation to be achieved policy decisions need to be made in line with the recommendations concerning:-

- Priority of the link programme.
- Administration of the link programme.
- Finance especially cost-sharing.
- Curriculum and environment.
- Counselling.
- Staff development.
- Record keeping.

The importance of the link programme cannot be over-stated - it has a vital role to play in introducing secondary students to a range of vocational opportunities and personal growth experiences in order to broaden their employment, training and leisure perspectives.

It is the prerogative of TAFE to ensure that the link programme operates as efficiently and effectively as possible in order to meet those objectives.

END NOTES

1. Grosvenor J.S. & D.J. Houston. Transition education in South Australian TAFE - vol. 1. Adelaide: DTAFE, Research Branch. May/82. p.61.

2. "The Educational Needs of Youth in South Australia". April 1983, Director-General of Education and Director-General TAFE.

3. Transition Education Unit (DTAFE). Procedures, policies and guidelines for use of transition education college staff. "Transition education course types". Adelaide: DTAFE. 1982. p. 5.

4. Davis H. "Survey into TAFE student use of ED facilities/secondary student use of TAFE facilities (1981)". Adelaide: DTAFE, Research Branch. 28/5/82. "Notes on part B". n. p.

5. Armitage J. Head, Transition Education Unit (DTAFE) Personal Communication 20/12/82.

   Jackson, R. Head, Transition Education Unit (DTAFE). "Transition education". (1982 programme statement). 28/4/82. p.7.

6. Transition Education Unit (DTAFE). Procedures ... op. cit. "Transition education course types". p. 5.

7. Transition Education Unit (DTAFE). Procedures ... op. cit. "Interim link course". n. p.;

   Interdepartmental Link Course working party. "Interim policy on link courses". 6/80. p. 2. (FE 1638/78). The working party's actual wording for this objective is: "Link courses should be established as the result of joint curriculum planning and documentation involving schools, colleges, and industry representatives where appropriate, and as such be considered as an integrated part of a secondary student's curriculum".

8. Meeting among S. Brunner & M. Wallace, M. Butler, R. Walters, and P. Edwards, Transition Education Unit (ED). 14/2/83;

   Meeting between S. Brunner & J. Armitage regarding Lower South East Link Course Council's "Link course workshop" of 11/2/83, attended by link course co-ordinators, participating principals and lecturers, and representation from the Transition Education Unit (DTAFE). 15/2/83.

9. Meeting between S. Brunner & J. Pearce, Head, EPUY Unit (DTAFE). 5/10/82.

10. Transition Education Unit (DTAFE). Procedures ... op. cit. "Interim Link course". n. p.;

    Interdepartmental Link Course working party. "Interim policy on link courses". op. cit. p. 2.

11. Hill J.A. "Link course development in South Australia". Education and the world of work. Australian College of Education. 1980. p. 208.

12. Interdepartmental Link Course working party. "Interim policy on link courses". op. cit. p.2.

13. Hailstone D. & T. Pulsford. South East link course evaluation 1980. Adelaide: DTAFE, Research Branch. December 1981. p. 33;

Schools Commission. Schooling for 15 and 16 year-olds. Canberra: Australian Government Printing Service. 1980. p. 43;

Link Course Evaluation Team (Education Department & Department of Further Education, SA). Link course evaluation 1980: Christian Brothers College. Adelaide. December 1980. p. 15.

14. Schools Commission. Schooling for 15 and 16 year-olds. op. cit. p. 43.

15. Hailstone & Pulsford. op. cit. p. 33.

16. Kuhl D.H. & D.H. Kinnear. Investigation of link courses in South Australia: 1978- 79 programme. Adelaide: DFE Research Branch. July 1981. p. 67.

17. Link Course Evaluation Team (Education Department and Department of Further Education, SA). Link course evaluation - 1980: Croydon Park CFE. Adelaide. 1981. p. 21.

18. Memorandum to Assistant Director-General of Education (Schools) from Director of Curriculum (ED) re "DTAFE courses for secondary students at O'Halloran Hill". 29/7/82. (FE 1354/73).

19. Department of Further Education & Education Department (SA). "A description of link course programmes in South Australia". 9/77. p. 7;

DFE & ED (SA). Curriculum co-operation: report of a working group on liaison between further education and secondary schools in curriculum co-operation. 5/77. p. 9.

20. Director-General of Education, SA. "The contribution of link courses and work experience programmes to career education". Address to a Link Course Conference, Murray Park CAE. 30/9/77. p. 1.

21. Department of Further Education & Education Department (SA). Curriculum co-operation ... op. cit. pp. 3-5.

22. Department of Further Education & Education Department (SA). "A description of link course ..." op. cit. pp. 8-9, 10, 12 & 13.

23. "Report of a meeting concerning link courses held at Whyalla Education Office on 21 August, 1978". p. 2.

24. "Minutes of the link course meeting held at the South East Community College, 8 August, 1978". p. 1.

25. Hill & Walters. "A handbook on link course development ..." op. cit. p. 25.

26. Transition Education Unit (DTAFE). Procedures ... op. cit. "Interim link course". n. p.

27. McLoughlin, L. Project Officer - Link Courses and Special Projects, Transition Education Unit (DTAFE). "Girls in link courses: statistics to 25 August". 1982. n. p.;

For details, refer to S. Brunner's Some perspectives on the participation of females in transition education: an occasional paper. Adelaide: DTAFE, Research Branch. November 1982. Chapter 3.

28. Transition Education Unit (DTAFE). Procedures ... op. cit. "Interim link course". n. p.

29. McLoughlin. "Girls in link courses ..." op. cit. n. p.

30. Schools Commission. Schooling for 15 and 16 year-olds. op. cit. p. 43.

31. Technical and Further Education Commission (Chrm: H.K. Coughlan). Report for the triennium 1977 - 1979. Canberra: Australian Government Publishing Service. 1976. pp. 78, 83, & 85.

32. See Appendix A, p. iii of this discussion paper;

Transition Education Unit (DTAFE). Procedures ... op. cit. "Interim link course". n. p.

33. Department of Further Education (SA). Technical and further education in Australia. Part 2, Section A of the Department Submission to the Committee of Enquiry into Post-Secondary Education in South Australia. Adelaide. 1977. pp. 5-7.

34. Technical and Further Education Commission. Report for the triennium 1977 - 1979. op. cit. p. 175.

35. Kuhl & Kinnear. Investigation of link courses ... op. cit. pp. 4 & 33.

36. Hill. "Link course development in South Australia". op. cit. p. 207.

37. Hill & Walters. "A handbook on link course development ...". op. cit. p. 5.

38. Link Course Evaluation Team. Link course evaluation - 1980: Croydon Park CFE. op. cit. pp. 16-17.

39. Brunner S. Some perspectives on the participation of females in transition education. op. cit. p. 15.

40. "Successful national TAFE conference held in Canberra". The Australian TAFE teacher (14, No. 3). 8/82. pp. 29 & 31.

41. Cutts, B. DTAFE, Finance Section, Personal Communication 2/11/82 and 8/11/82.

McLoughlin, L. Personal communication, op. cit.

42. Cutts, B. Personal communication, op. cit.

43. Sheedy, C. Administrative Officer, Transition Education Unit (ED), Personal Communication, 3/11/82.

44. Jones, A.W. Director-General of Education (SA). Memorandum "To principals of all departmental schools. Freedom and authority in the schools". August 1970.

Sen Chee, Finance Section (ED) Personal communication 8/11/82. Follow-up meeting among S. Brunner, Sen Chee, G. Atkinson, & J. Thurgood of the Finance Section (ED). 9/11/82. This meeting included a follow-up telephone call between Sen Chee & C. Sheedy.

45. Receptionist Independent Schools Board, Personal communication 8/11/82. Follow-up telephone conversation between S. Brunner & P. Coughlin, Catholic Education Office. 9/11/82;

Coughlin, P. Catholic Education Office, Personal Communication, 8/11/82.

Telephone conversation between S. Brunner & S. White, Catholic Education Office. 8/11/82.

White, S. Catholic Education Office, Personal Communication 8/11/82

46. Letter to all TAFE college principals from Director of Administration and Finance and Director of College Operations (DTAFE). 2/82.

47. Telephone conversation between S. Brunner & H. Davis, Education Department-Department of TAFE working party on Cost Sharing Arrangements. 16/11/82.

48. Letter to all TAFE college principals. op. cit.

49. Tables 3.1-.4 were compiled from Attachment B "Use of TAFE facilities by government and nongovernment schools", p. 1, in "Survey into TAFE student use of ED facilities/secondary student use of TAFE facilities (1981)." H. Davis. 28/5/82.

50. "Vocational awareness programme - 1983 - staffing" in Education gazette (10, No. 29). 22/10/82. pp. 797-801.

51. Director-General of Education, S.A. "Pre-vocational courses in secondary schools - 1982". Report to Minister of Education and Minister of Industrial Affairs, S.A. 31/8/81.

52. Tables 3.5 & .6 were compiled from Attachment B "Use of TAFE facilities by government and nongovernment schools". op. cit. p. 2.

53. Telephone conversation between S. Brunner & F. Kriven, Research Branch (ED). 17/11/82.

54. Tables 3.7-.9 were compiled from Attachment B "Use of TAFE facilities by government and nongovernment schools". op. cit. p. 3.

55. Meeting between S. Brunner & H. Davis. 16/11/82.

56. Memorandum to the Director of College Operations from the Head, Transition Education Unit (DTAFE) regarding "Commonwealth request for 1979/80, 1980/81 and 1981/82 estimate of state government transition education funding". 17/12/81. p. 2.

57. Telephone conversation between S. Brunner & J. Armitage. 20/12/82.

58. Meeting between S. Brunner & J. Glowick, Statistics Unit, Research Directorate (DTAFE). 9/12/82.

59. Meeting between S. Brunner & L. McLoughlin 1/10/82.

60. Transition Education Unit (DTAFE). Procedures ... op. cit. "Link courses in the Department of TAFE colleges financed by the Education Department." n.p.;

Memorandum to the Director of College Operations from the Chief Accountant (DTAFE) regarding "Link courses - funded by the Education Department". 11/81. (FE 852/81).

61. Meeting between S. Brunner & P.W.I. Fleming, Acting Deputy Director-General (DTAFE). 21/1/83.

62. Transition Education Unit (DTAFE). Procedures ... op. cit. "Interim link course". n. p.

63. Meeting between S. Brunner & J. Pearce. op. cit.

64. Brunner, S. Some perspectives on the participation of females in transition education. op. cit. paras. 3.14 & .16.

65. Meeting between S. Brunner & L. McLoughlin. op. cit.

66. Ibid.

67. R. Jackson. "Transition education". op. cit. p. 6;

Telephone conversation between S. Brunner & J. Armitage. op. cit;

Telephone conversation between S. Brunner & S. Siggins. Research and Planning Branch of the Education Department. 6/1/83. (The government and non-government school enrolment figures were compiled at July 1, 1982).

68. Meeting between S. Brunner & J. Pearce. op. cit.

69. Department of Further Education (SA). Special further education programmes and resources. op. cit. p. 5.

70. Director-General of Department of Technical and Further Education. Annual report 1981. Adelaide: Government Printing Service. 1982. p. 32.

APPENDIX A:

Interim link course policy (6/80)

(FE 1638/78)

An interdepartment evaluation study of Link Courses is currently being undertaken upon which a joint-departmental policy will be based.

Until this policy is released the following guidelines should be pursued as interim policy in the planning/provision of Link Courses.

This should not however preclude the continuing consultation and co-operation between college and schools for the enrichment of school based programmes.

Link Courses should be established as the result of joint curriculum planning and documentation involving schools, colleges, and industry representatives where appropriate, and as such be considered as an integral part of a secondary student's curriculum.

In doing so:-

1. The special expertise of the educational sectors involved must be respected. Only those aspects of Link Courses which cannot adequately be catered for by the existing resources of a secondary school should be undertaken at a D.F.E. college.

2. Link Courses should adhere to a model which introduces students to a cluster of future occupation possibilities.

3. Senior students should be counselled to, and colleges and schools make provision for students of all academic levels to "taste" a range of vocational areas.

4. Link Courses need not be confined to traditional trade areas. Where college resources can offer an insight into professional and para-professional vocational areas, consideration should be given to development of Link Courses in these areas.

5. Special attention should be given to the needs of certain groups to develop and broaden their vocational interests, for example girls, the handicapped and isolated students.

EDUCATION DEPARTMENT AND DEPARTMENT OF FURTHER EDUCATION

INTERDEPARTMENTAL LINK COURSE WORKING PARTY

INTERIM POLICY ON LINK COURSES

1. The role of Link Courses in the Secondary School Curriculum has been well documented in the past three years in South Australia.

1.1	Interdepartmental Link Course Committee	5.77
1.2	Link Course Conference (M.P.C.A.E.)	30.9.77
1.3	Link Course Conference (Education Centre)	24.4.78
1.4	Link Course Meeting (S.E.C.C.)	5.8.78
1.5	Link Course Meeting (R.E.O. Whyalla)	21.8.78
1.6	D.F.E. Research Document (Kuhl & Kinnear)	1980
1.7	Discussion Paper on Link Courses (Warn)	1980
1.8	The Building of Education-To-Work Linkages (Hill)	1980

2. On the basis of the research undertaken and the recommendations so far made, the Working Party submits the following as Interim Policy in guiding Link Course development until a joint departmental p[illegible] developed in the latter half of 1980.

3. The Working Party submits that Link Courses:-

   3.1 Are fully integrated courses developed between secondary schools and post secondary institutions where staffs of these schools and colleges co-operate in planning, implementing, monitoring and evaluating the curricula of these courses.

   3.2 Are an attempt to widen the secondary school curriculum by exposing secondary school students to aspects of a work environment in colleges of the Department of Further Education.

   3.3 Seek to ease the transition from school to [w]ork by allowing young people to experience an intermediate envir[o]nment, and, as such, link courses are part of the total transition education programme of secondary school.

   3.4 Must seek to broaden, not narrow, the vocational choice of students. Extreme care must be taken to guarantee that no student will be locked into a more limited vocational choice at an age when his/her interests, capabilities and aspirations have not sufficiently matured.

4. Accordingly the Working Party propose that until a joint Departmental Policy is released the following objectives should be pursued as interim policy in the provision of Link Courses.

Link Courses should be established as the result of joint curriculum planning and documentation involving schools, colleges, and industry representatives where appropriate, and as such be considered as an integrated part of a secondary student's curriculum.

In doing so:-

4.1 The special expertise of the educational sectors involved must be respected. Only those aspects of Link Courses which cannot adequately be catered for by the existing resources of a secondary school should be undertaken at a D.F.E. College.

4.2 Link Courses should adhere to a model which introduces students to a cluster of future occupation possibilities.

4.3 Students should be counselled to, and colleges and schools must make provision for, students to "taste" a range of vocational areas.

4.4 Within the limits of available resources priority should be given to providing Link Courses to students in Year 11, and Year 11 students from all academic levels should be encouraged to sample them.

4.5 Link Courses need not be confined to traditionally trade areas. Where college resources can offer an insight into other professional and para-professional vocational areas, consideration should be given to development of Link Courses in these areas.

4.6 Special attention must be paid to the introduction of Link Courses which develop and broaden the vocational interests of girls.

APPENDIX B:

Instructions to DTAFE colleges from Education Department/Department of Technical and Further Education working party on cost sharing arrangements

(5/82)

PART B - USE OF TAFE FACILITIES BY GOVT. AND NONGOVT. STUDENTS

1. Schools using TAFE facilities during 1981 calendar year (please list).

   (a) Govt. .....

   (b) Non. Govt. .....

2. Details of Usage in 1981

Course Area	Technical	Rural	Business	Commercial	Matric.	Music	General Studies	Other
A. No. of Courses								
Link								
Linked Curriculum								
Apprentice (Top-Up)								
Total								
B. Student Hours								
Link								
Linked Curriculum								
Apprentice (Top-Up)								
Others								
Total								
C. Student Hours by School Category								
Govt.								
Non. Govt.								
Total								
D. Student Hours by Source of Funding								
Transition Ed. Budget								
College Budget								
Govt. School Budget								
Non. Govt. School Budget								
Total								

SEE OVER FOR EXPLANATORY NOTES

Notes on Part B

(1) Definitions

1. Link Course - a short practically oriented part-time course provided by TAFE for secondary students as an introduction to a vocational area. Being essentially a taster course no TAFE credit is given.

2. Link Curriculum - a part-time vocational course available in TAFE institutions to secondary students the satisfactory completion of which receives TAFE accreditation.

3. Apprentice (Top-Up) - a normal apprentice course which certain secondary students have been approved to attend as top-up enrolments. (Only secondary student hours should be counted).

4. Other - any course in any TAFE stream which secondary students have permission to attend from the principal of the school and the college (e.g. Stream 6 courses, Music, Matriculation).

(2) It is assumed that secondary students are enrolled in these categories of TAFE courses because the necessary resources are not available through the school.

(3) Shared funding - The cost of providing some courses involving secondary students may have been shared between school and college. In such cases the proportions can be expressed (in Column D - Student Hours by Source of Funding) by allocating the student hours according to the ratio of shared costs (e.g. the college may have borne 70% of the cost and a government school 30% - therefore 70% of the student hours should be allocated to the column College Budget and 30% to the column Govt. School Budget). Where possible in calculating the cost of a course indirect, as well as direct, costs should be included, i.e. the cost of full-time staff, energy, maintenance, and cleaning should be estimated in addition to, say, PTI* and materials costs.

Comments relevant to the issues of cost sharing and also to TAFE commitment to secondary students will be welcomed and should be attached to the completed questionnaire.

---

*PTI - Part-time (or hourly paid) instructor.

APPENDIX C:

Form FE 64:RB - Roll Book

DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION

FE 64 R B

19__ ROLL BOOK

DATE __/__/__

ROLL NUMBER R [ ][ ][ ][ ][ ] 1

COLLEGE [ ][ ]

SCHOOL [ ][ ]

SECTION [ ][ ]

CLASS LOCATION [ ][ ][ ]

SUBJECT [ ][ ][ ][ ][ ]

REASON FOR USE : (1) Create , (2) Amend , (3) Amalgamated , (4) Terminate , (5) Delete [ ]

CLASS DETAILS

TITLE [ ][ ][ ][ ][

APPENDIX D:

Form FE 64:RE - Particulars of enrolled students

Roll R [ ][ ] [ ][ ][ ] [ ] 1

FE 64 R E

A. If ALL the students in this class are taking this subject as a 'one-off' and not as part of some course programme, then ignore the course code input [(2) below], but place NON in (1) below.

B. But if there ARE students in this class taking this subject as part of a course programme, then:
(a) if ALL the students are in the same course, place the course code in (1) and ignore (2).
(b) otherwise if the students are from various courses please code the predominant course in (1), and complete the codes in (2) for all students in different courses. A student not in a course in such a situation should be coded as 'NON'.

(1) Course Code [ ][ ][ ]

Surname	Christian Name	Init.	Birth Date	Sex M/F	Postal Postcode	*SC	Result	(2) Course Code
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					
			/ /					

*SC – SPECIAL CATEGORIES (See Instruction Sheet inside front cover)

'NON' course code – in (1) above implies ALL students (with no code in (2)) are doing this subject as a 'one-off'
– in (2) above implies the individual student is doing this as a 'one-off'

APPENDIX E:

Form FE 64:RT -
Advice on FE Act lecturing
staff teaching data

DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION

FE 64 | R | T |

ADVICE ON FE ACT LECTURING STAFF TEACHING DATA

COLLEGE CODE __ __

SCHOOL CODE __ __

ROLL NO R __ __ __ __ __ 1 1

NIL RETURN (✓) __

1. Please finalise and forward (a photocopy) to Head Office at the completion of this subject.
2. USE ONLY to input FE Act lecturing staff (whether full time , fractional full time , contracted , etc) teaching effort involved in conducting this subject.
3. All FE Act lecturing staff (excluding PTI's) involved in the teaching of this subject must enter the ACTUAL contact hours conducted. Data entered on the Roll Book Cover is considered as a PROPOSED teaching commitment , whereas data entered here is the final ACTUAL teaching commitment.

ALL HOURS TO BE GIVEN AS TOTALS FOR THE SUBJECT AND EXPRESSED TO THE NEAREST HOUR

PERIOD from __/__/__ to __/__/__

LECTURERS NAME	IDENTITY NUMBER	ACTUAL CONTACT HOURS	
		TOTAL	AFTER 5pm
	__ __ __ __ __ __ __	__ __ __	__ __ __
	__ __ __ __ __ __ __	__ __ __	__ __ __
	__ __ __ __ __ __ __	__ __ __	__ __ __
	__ __ __ __ __ __ __	__ __ __	__ __ __
	__ __ __ __ __ __ __	__ __ __	__ __ __
	__ __ __ __ __ __ __	__ __ __	__ __ __
	__ __ __ __ __ __ __	__ __ __	__ __ __
	__ __ __ __ __ __ __	__ __ __	__ __ __
	__ __ __ __ __ __ __	__ __ __	__ __ __
	__ __ __ __ __ __ __	__ __ __	__ __ __
	__ __ __ __ __ __ __	__ __ __	__ __ __
	__ __ __ __ __ __ __	__ __ __	__ __ __

REVENUE ACCOUNTING DATA (where applicable – complete only when subject finishes)

Standard Subject TUITION fee CHARGED $ __ __ __ • __ __

TOTAL NETT Subject fees COLLECTED $ __ __ __ __ • __ __

VALUE of concession given $ __ __ __ __ • __ __

DATE ...../...../..... SIGNED .....